

Curriculum *Support*

GRADE 8 ETHICS

TEACHER RESOURCE MANUAL

CURRICULUM GUIDE



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GRADE 8 ETHICS

TEACHER RESOURCE MANUAL

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Note: This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Course of Studies. In these instances, the content is shaded in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.

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Alberta Education has been unable to trace ownership of copyright for the following poems used in the activities section for the module "Winning and Losing":

"Thoughts" by Marty Rabillard

"There's a Hole in My Sidewalk" by Portia Nelson.

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Ms. Joan Engel, Curriculum Support Branch

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Ms. Gina Vivone, Curriculum Design Branch

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Ethics Project Steering Committee

Dr. Lois Hole	Alberta School Trustees' Association Representative
Dr. Jorn Brauer	Edmonton School District #7
Mr. Dave Allison	Conference of Alberta School Superintendents Representative
Mr. John Braun	Pincher Creek School Division #29
Mrs. Betty Claydon	Alberta Federation of Home and School Associations Representative
Ms. Lynn Corcoran	Alberta Teachers' Association Representative
Dr. John McNeill	University of Calgary
Mr. Jake Penner	Koinonia Christian Schools
Sr. Barbara Rice	Edmonton RCSS District #7
Mr. Don Jenkins	Alberta Education (Chairperson)

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Editor

Elizabeth McCardle, Curriculum Design Branch


Copy Editor

Kim Blevins, Curriculum Design Branch

Word Processing

Jan Cruickshank, Curriculum Design Branch
 Esther Yong, Curriculum Design Branch
 Teresa Hansen, Curriculum Support Branch
 Tania Pander, Curriculum Support Branch

INTRODUCTION



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A. COURSE RATIONALE AND PHILOSOPHY

The study of the acceptable standards of a society is a component of schooling that is essential in helping students to become contributing, responsible and ethically mature persons. Humans, by their very nature, are moral beings. On a daily basis, it is necessary to confront decisions, choices and judgments that involve degrees of "rightness" and "wrongness". Schools have a role in providing students with the "tools" necessary to improve their decision-making abilities. The importance of this area of education can be obscured by its complexities. However, the schools are, inevitably, a source of ethical education. The choice is whether or not it will be an explicit part of curriculum. By providing students with a clearer understanding of community values, the relationships of these to personal values, and the skills necessary for dealing with issues, the school can play a supportive role to other institutions in the community, such as the family, in the ethical education of young people.

The Grade 8 Ethics Course is designed to ensure integration of the knowledge of societal values and the development of positive personal values.

The secondary school has a responsibility for encouraging "standards and examples of behaviour" which will contribute to the "well-being" of society (*Secondary Education in Alberta* Policy Statement, June 1985, page 17). In addition, the professional staffs of secondary schools in this province have a responsibility to serve as "models" of behaviour for their students (page 17). This increased emphasis on the ethical aspect of education is evident in the creation of a new Grade 8 complementary ethics course, "teaching about the values of the community" (page 23).

Junior high students are at various stages of emotional, physical, ethical and cognitive development which necessitates that varying instructional strategies be used. Although they are at various stages, all students, if they are to personalize values and act ethically, must be given the opportunity to experience, in a concrete manner, the positive changes that can result from ethical behaviour.

The aim of the ethics course is to help students to become more thoughtful, to think of the interests of others, and to see the ethical implications in their daily lives.

B. GOAL AND OBJECTIVES

GOAL

- To assist young people in their growth as ethical persons who are able to contribute to the well-being of all individuals and the community.

OBJECTIVES

- To develop an understanding of community values.
- To foster student commitment to common ethical values such as respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.
- To develop the ability to recognize consequences of making ethical decisions.

C. CONTENT

COMPONENTS OF THE GRADE 8 ETHICS COURSE

The content of the Grade 8 Ethics Course is divided into three parts: Establishing the Challenge; The Community; and Social Responsibility.

PART 1: ESTABLISHING THE CHALLENGE

This section will introduce students to the topic of ethics. They will be involved in arriving at working definitions of ethics and values, practising decision-making skills as well as planning and carrying out activities that make a difference in the lives of others. Nine common ethical values (respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, and loyalty) will be presented to students for their study and examination. These nine ethical values are based on the ethical/moral characteristics outlined in the list of "Desirable Personal Characteristics" (*Junior-Senior High School Handbook*, page viii). In addition, students will have the opportunity to examine these and other values through the following perspectives.

Traditional / Historical

Many values are reflected historically through traditions represented by things such as religious teachings, laws, or the lives of historical persons. Examining values from this perspective will provide students with a better understanding of how some values have their basis within the historical or traditional part of our society.

Cultural / Ethnic

Values may be derived from membership in a particular cultural or ethnic group. Students study values from the perspectives of various cultural groups in order to contribute to a better understanding of their own community.

Societal / Community

Within this perspective, students will examine values that appear to be generally accepted by their community and which may lead to greater understanding of societal values.

Personal

All of the foregoing perspectives contribute to the understanding and development of an individual's personal values. These values are taught and reinforced by the home, religious institutions, and other community agencies, including the school. Personal commitment to particular values is a developmental process and results from opportunities to examine, discuss, reflect and act on values within a variety of settings.

PART 2: THE COMMUNITY

In this part, students will study a minimum of two modules. Each module will emphasize particular values examined in Part 1, and will focus on institutions or segments within the community. All four perspectives (Traditional/Historical, Cultural/Ethnic, Societal/Community, Personal) are incorporated into each of the modules. Although specific values are emphasized within each module, this is not to the exclusion of other values. Modules include:

Winning and Losing

Values to be emphasized:

Fairness / Justice, Loyalty

Fairness and the Law

Values to be emphasized:

Fairness / Justice

Messages in Media

Values to be emphasized:

Honesty, Responsibility

Religion and Values

Values to be emphasized:

Respect, Tolerance

PART 3: SOCIAL RESPONSIBILITY

This part of the course will focus on the responsibility of students to reflect on their experiences during the course and to make plans for future positive contributions to the school, their peer group, their families, the community, and themselves.

MAKING A DIFFERENCE

Throughout the Grade 8 Ethics Course, students are encouraged to be involved with activities and projects that will contribute positively to the lives of others.

In Part 1 of the course, students are introduced to the concept that they can "make a difference" in their community. Learning expectations are incorporated into Parts 2 and 3 focussing on this experiential component of the course. "Making a Difference" occupies ten hours of the seventy-five hour course.

TIME ALLOCATION

The Grade 8 Ethics Course was developed as a 75-hour course. The following chart indicates the suggested distribution of time for the teaching of this course.

PART		TIME
Part 1: Establishing the Challenge	M a k i n g a D i f f e r e n c e — 10 h o u r s	10 hours
Part 2: The Community (minimum of two modules)		45 hours (15 hours each)
Module: Winning and Losing (Fairness/Justice, Loyalty) 15 hours		
Module: Fairness and the Law (Fairness/Justice) 15 hours		
Module: Religion and Values (Respect, Tolerance) 15 hours		
Module: Messages in Media (Honesty, Responsibility) 15 hours		
Part 3: Social Responsibility		10 hours
SUBTOTAL	10 hrs	65 hours
	TOTAL	75 hours

NOTE: Schools offering a 75-hour course may wish to offer three modules in Part 2: The Community.

REQUIRED / ELECTIVE COMPONENTS

The Grade 8 Ethics Course has two components. The required component encompasses the knowledge, skills and attitudes that all students should be expected to acquire. A minimum of 70% of the time must address this "required" component.

The elective component provides opportunities to adapt and enhance instruction to meet the diverse needs and abilities of students. It provides for enrichment and additional assistance to individual students as necessary.

The maximum time allotment for the elective component of the Grade 8 Ethics Course shall be 30 percent of the instructional time.

Part 1: Establishing the Challenge

Part 2: The Community (minimum of two modules)

Winning and Losing

Fairness and the Law

Religion and Values

Messages in Media

Part 3: Social Responsibility

REQUIRED - 70 %

ELECTIVE - 30 %

- Enrichment
- Remediation
- Innovation
- Individual Needs

D. LEARNING RESOURCES

No learning resources have been authorized as basic for the Grade 8 Ethics Course. Recommended learning resources, where applicable, are identified within each component of the Teacher Resource Manual.

For each part of the course, and all four modules of Part 2, there is a Teacher Resource Manual Component. These include suggested activities for teaching the course.

Grade 8 Ethics Teacher Resource Manual

- Introduction
- Part 1: Establishing the Challenge
- Part 2: The Community
Module: Winning and Losing (Fairness/Justice, Loyalty)
- Part 2: The Community
Module: Fairness and the Law (Fairness/Justice)
- Part 2: The Community
Module: Religion and Values (Respect, Tolerance)
- Part 2: The Community
Module: Messages in Media (Honesty, Responsibility)
- Part 3: Social Responsibility

Other Alberta Education Support Documents

The following documents are available from the Learning Resources Distributing Centre (LRDC), 12360 – 142 Street, Edmonton, Alberta, T5L 4X9.

Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators
Craig, Cheryl. Edmonton
Alberta Education, 1985 (LRDC)

*Students' Thinking:
Developmental Framework: Cognitive Domain*
Pace, Sandra. Edmonton
Alberta Education, 1987 (LRDC)

*Students' Interactions:
Developmental Framework: The Social Sphere*
Pace, Sandra. Edmonton
Alberta Education, 1988 (LRDC)

*Students' Physical Growth
Developmental Framework: Physical Dimension*
Pace, Sandra. Edmonton
Alberta Education, 1988 (LRDC)

ETHICS RESOURCE PACKAGE – ACCESS NETWORK

The Ethics Resource Package consists of seven videotapes accompanied by a teacher guide.

Program 1: Ethics (30 min.)

This program provides an overview of the Grade 8 Ethics Course. The intended target audience is parents; however, it could be used to introduce teachers and administrators to the course.

Currently available from ACCESS NETWORK Media Resource Centre (BPN VC 2784 - 01).

Program 2: Effective Teaching and Evaluation Strategies (30 min.)

The target audience for this program is teachers. Teachers will be introduced to a number of strategies that are effective in the teaching of ethics. For example, the use of cooperative learning techniques will be discussed and demonstrated. In addition, student evaluation strategies will be addressed and examples given.

Available from ACCESS NETWORK Media Resource Centre (BPN VC 2784-02), September 1989.

Program 3: Establishing the Challenge (15 min.)

This program provides students with an introduction to the course.

Available from ACCESS NETWORK Media Resource Centre (BPN VC 2784-03), September 1989.

Program 4: Winning and Losing (15 min.)

This program provides students with an introduction to the module "Winning and Losing" from Part 2 of the course.

Available from ACCESS NETWORK Media Resource Centre (BPN VC 2784-04), September 1989.

Program 5: Fairness and the Law (15 min.)

Program 4 will introduce students to the module "Fairness and the Law" from Part 2 of the course.

Available from ACCESS NETWORK Media Resource Centre (BPN VC 2784-05), September 1989.

Program 6: Messages in Media (15 min.)

This program provides students with a motivating introduction to the module "Messages in Media" from Part 2 of the course.

Available from ACCESS NETWORK Media Resource Centre (BPN VC 2784-06), September 1989.

Program 7: Religion and Values (15 min.)

This program introduces students to the module "Religion and Values" from Part 2 of the course.

Available from ACCESS NETWORK Media Resource Centre (BPN VC 2784-07), September 1989.

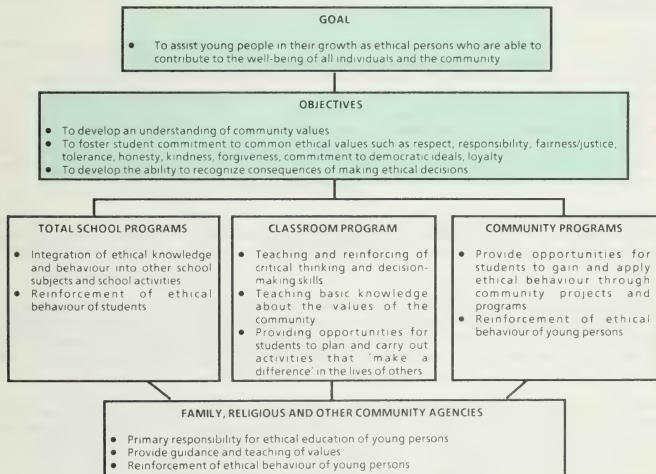
E. COMMUNITY PARTNERSHIP

The following chart illustrates how the classroom program segment of the Grade 8 Ethics Course helps students to attain the goal and objectives of the course. These can only be partly addressed by the classroom program since the school plays a supportive role in the ethical education of young people. The primary role for the ethical education of young people rests with the family, religious groups and other community agencies. The goal and objectives will be reinforced and enhanced through opportunities provided by programs available in the total school and the community, as well as by teachings provided by the family, religious and other community agencies.

Throughout the course, teachers and students are encouraged to use "human" resources available in the community to contribute to the learnings in the classroom. Students respond positively to opportunities to learn from the first-hand experience of someone from their community. This may involve inviting to the classroom a policeman in the module "Fairness and the Law", a member of the religious community in the module "Religion and Values", or someone the students feel would be considered a "winner" in the module "Winning and Losing".

Students can contribute to the partnership by sharing their learning with the community. This may be accomplished through making presentations to community members or being involved in community projects. This will serve to keep the community informed about the course, which will benefit all those involved.

GRADE 8 ETHICS COURSE



F. THE JUNIOR HIGH STUDENT

The second principle of Alberta's policy on secondary education is that "the nature and needs of the learner" must be taken into consideration in the development and implementation of instructional programs. If the Grade 8 Ethics Course is to be successful, it must take into account the cognitive, affective and physical growth of the junior high student. Developmental considerations have implications for how the junior high student is taught. They have implications for the choice of content, the sequencing of content, and the choice of appropriate learning resources. Interaction between how the concepts are taught and how the student learns is of paramount importance to successful teaching in any course, and absolutely crucial in this course which deals with ethical and moral growth.

What junior high students can learn is greatly affected by how it is taught to them. The concepts, processes and attitudes we try to teach are affected by the context of the learning situation. This context includes what the student brings to the learning experience – his or her existing knowledge, skills, attitudes and experiences. For example, learning cross-country skiing is different for the downhill skier than it is for the complete novice. Context also includes the concrete things a student can see and touch, such as models, pictures, films or flow charts. Furthermore, it includes the kind of explanations which the teacher gives to help the student understand. For junior high students, the context of the learning situation must include liberal use of concrete aids, such as those listed above, varied teacher explanations and some way for the student to tie the concept, process or attitudes being taught to his or her personal experience.

It is important to know how junior high students reason or think. In their reasoning, they use a step-by-step process in which they "link" one concept to another, and then to another, and so on. This is their way of making sense out of what could be complex information. The junior high teacher may address this pattern of reasoning by giving students a list of the steps necessary to complete a particular task. The students do not have to remember all the steps, but can relate to the task one step at a time. Students at this level need to be taught to take a complex task, break it down, and list each of the steps for themselves. The kinds of skills that students learned in their elementary years (like classification) they are now able to apply in other areas (like to their friends). For example, those who are school friends, neighbourhood friends, and so on.

Students are now ready to learn more complex skills, such as predicting or cause and effect relationships. They are ready to analyze simple, concrete processes as a step toward analyzing those that are more abstract. It is important that these students be helped to develop more abstract thinking skills.

Junior high students are at a stage of affective growth where peer influence is of great importance. It is a time when the students are working to establish relationships and build a positive self-concept. It is a time of discovering who they are and where they fit into the scheme of things. Other influences that may have an effect on students' development include the media, the arts, sports, and so on.

These are the years of puberty (Grades 6 to 9) with its many attendant changes. Students in this group are sensitive and vulnerable as they try to come to terms with the transition from child to adult. But for all their difficulties, including rapid growth and emotional turbulence, students demonstrate a keen sense of humour and the ability to care and to understand.

What does this mean to teaching a Grade 8 course in ethics? It means that the students must have experiences in order to internalize or personalize values, and these experiences must be concrete and relevant to the student. If schools are to encourage the development and enhancement of ethical behaviour, experiences must be drawn from the school and the community. Students need opportunities to go beyond 'talking' about values to 'acting' on them. Examples of such experiences can be as simple as improving the schoolyard, or inviting members of the community to visit the school. All of these activities help to foster ethical behaviour in a school/community setting.

G. DECISION MAKING

The skills that students need to have in order to make decisions are an essential component of this course. Students are involved on a daily basis with making ethical decisions whether these be within their peer group, classroom, school, family or in the community. It cannot be assumed that students always have the ability to recognize an ethical issue and the consequences of decisions. The ability to recognize an issue must come first before they are able to state what the issue is. It is through experiences of being presented with issues and having the opportunity to work through models of decision making that their awareness of issues will increase. It is common to hear a junior high student exclaim, "But I didn't see a problem!"

A number of decision-making models can be found in other junior high curricula such as social studies, health and personal life skills, and science. Rather than add another model to the students' learning, it is suggested that a teacher may wish to have students apply these same models to the issues in the ethics class. The following two models are examples from social studies and health and personal life skills.

"A MODEL FOR MAKING DECISIONS

- Identify an issue
- Identify possible alternatives
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives using collected information
- Make a decision, plan or take action on the decision (if desirable and feasible)
- Evaluate the process, the decision and the action."

Junior High School Social Studies Program of Studies Alberta
Education: 1988, p.3.

"DECISION-MAKING MODEL

Steps:

- identify the problem
- assess sources of information regarding the problem
- consider all possible alternatives
- make a decision based on the pros and cons of each alternative and its consequences for self and others and the situation
- decide on a course of action that will support the decision
- accept responsibility for the decision
- put a plan of action into effect
- evaluate the success of the plan and the decision
- the success or failure of the decision will determine the course of action: if successful,

future behaviour should support and be consistent with the decision; otherwise, it may be necessary to change the decision through one of the alternatives considered earlier."

Health and Personal Life Skills – Junior High School Curriculum Guide. Alberta Education. 1986, p.10.

Regardless of the model chosen, there are a number of things students may consider in decision making.

- Is there an issue?
- How do I know that there is an issue?
- Can I identify in my own words what the issue is?
- Where might I go to get more information about the issue if it is appropriate?
- What are possible alternatives to solving the issue?
- What are the negative and positive consequences of each of the alternatives?
- Have I considered the values of the community in each of the alternatives, and the consequences?
- What decision would I make based on the alternatives and consequences?
- Do I accept responsibility for the decision that I make?
- Does my decision require that I carry out an action plan?
- Have I reviewed the process of decision making and evaluated my decision?
- Do I need to change my decision in response to new information?

H. STUDENTS' MORAL GROWTH

In the document Students' Interactions: Developmental Framework: The Social Sphere (Alberta Education 1987), four major means of facilitating students' affective, interpersonal and moral growth are outlined (pp. 27-28). Briefly, these are:

1. Modelling
2. Mediated Learning
3. Didactic Instruction
4. Experiential Learning

Each of these is important in the teaching of the Grade 8 Ethics Course.

1. Modelling

Students imitate what they observe others consistently doing and saying, and from this observation learn how to deal with emotions, ethical issues, and their interactions with others. The most powerful models for students tend to be those who are seen to have status or those who support and control them. This would include parents, teachers, peers, older students or other adults. It is important in the ethics course that students have the opportunity to observe behaviour that would be consistent with the aims of the course.

2. Mediated Learning

Not only do students learn from the behaviours they observe in others but they also learn through the mediation provided by parents, teachers, peers or other adults. Mediation "is the adults' or peers' interpretation of the physical or social context for the student" (p. 27). For a teacher in the ethics classroom, this may involve the interpretation of an event for the student, selection of learning resources, or response to a student question. How the teacher reacts to a particular situation provides an opportunity for the student to learn.

3. Didactic Instruction

a) Direct

Many of the student learning expectations of the Grade 8 Ethics Course involve the direct teaching of concepts, skills and attitudes necessary for moral growth. A simple way of approaching this is to teach by "telling". This direct method of teaching is not effective when isolated from the context of the teaching situation, or when used as the only method of facilitating moral growth.

b) Indirect

Through the content of the Grade 8 Ethics Course, many other objectives are taught. The selection of content, learning resources and activities all contribute to student learning in an indirect way.

4. Experiential Learning

In the Grade 8 Ethics Course, it is not sufficient for students to learn through listening and reading; they must be given opportunities to learn through "doing". For this reason, a substantial portion of the course is devoted to encouraging students to become actively involved in initiating, planning and carrying out projects or activities that will "make a difference" to the lives of others. It is important that students are allowed sufficient time to debrief and reflect upon an activity at its conclusion.

Adapted from Students' Interactions. Developmental Framework: The Social Sphere. By Sandra Pace, Alberta Education, 1987, pp. 27-29.

I. TEACHER SELF-ASSESSMENT

- Do my classroom routines provide opportunities for movement? For example, grouping, learning stations, role playing.
- Do I make my directions clear and specific?
- Do I anticipate varying student responses and provide for changes in direction?
- Are my students involved in determining the "rules" of the classroom?
- What opportunities do I provide for student cooperative learning in small group situations? Are these opportunities always in evidence?
- Do I encourage the development of social skills in my classroom?
 - role playing
 - small group learning situations
 - activity oriented experiences
 - community involvement
- Are students in my classroom encouraged to discuss and investigate their beliefs and points of view?

- Do I demonstrate respect and caring for the students in my classroom?
- Does my instruction always include some "concrete" activities?
- Are the activities and assignments adapted to the individual needs of students?
- Do I provide opportunities for the students to be challenged in their thinking?
- As a result of being in my classroom, will students have gained confidence in dealing with their environment in a proactive way?
- Do I encourage students to go beyond the classroom in demonstrating proactive behaviour?
- Do I encourage my students to recognize issues and to make decisions that include the needs of the community?
- Do I interpret and organize events for my students so that the learning will be positive?
- Do I react to events in a way that demonstrates positively what I want my students to learn?
- Do I provide opportunities for each of my students to be successful?

J. STUDENT EVALUATION

The philosophy, goal and objectives of the Grade 8 Ethics Course recognize and support the role of the family and community in the ethical development of young people. In this respect, the course content reflects only those aspects of ethical education that are deemed to be within the defined role of schools. Within this context, student evaluation should address only those concepts, skills, and attitudes outlined in the course of studies.

Students should be able to demonstrate knowledge of the material, skill proficiency, and the ability to apply the knowledge and skills to their own lives.

The methodology used in teaching the course and the evaluation techniques must be consistent with the philosophy, goal and objectives of the course.

The ethics course emphasizes the experiential aspect of students' learning. Students are involved in activities and projects that reinforce their abilities to make differences in their own lives and the lives of others. Therefore, evaluation should occur while students are actively involved in class activities. The teacher should evaluate plans that the students prepare for a project, the participation in the project itself, and a piece of work that demonstrates a reflective look at the project. This could be in the form of written work, a collage, a videotape or other appropriate means to demonstrate learning. These methods of evaluating an "active" project would usually be more appropriate than asking students to write a paper-and-pencil test.

Conferences with individual students, although time-consuming, will provide the teacher with valuable information. A conference is an excellent way of checking a student's progress during or at the completion of a task or project. Conferences can be scheduled during class time or at other times of the day.

Similarly, due to the nature of the Grade 8 Ethics Course, evaluation should involve the active use of the skills being taught. It would therefore be appropriate, for example, to have students apply the skills of decision making to new situations presented by the teacher rather than rote memorization of the steps in a decision-making model. This application of learning would demonstrate that students had not only comprehended the skills but could apply them to a new situation.

Evaluation in the Grade 8 Ethics Course relies heavily on the ongoing assessment of student progress. This is best accomplished through the regular observation of students in their daily classroom activities. Teacher, peer and self-evaluation techniques can be used to determine strengths and weaknesses in student learning.

As with all courses, there is a need for formal evaluation as well as the informal procedure outlined above. Formal evaluation provides needed information to the students and parents because it gives specific information about what has been achieved in the course. It also provides the teacher with grades and reporting information. Grading systems for complementary courses vary greatly across the province and include the use of percentages, letter grades and a scale of satisfactory – unsatisfactory.

The following two resources provide excellent information on student evaluation:

Cornfield, R.J., et al. Making the Grade: Evaluating Student Progress. Scarborough: Prentice-Hall Canada Inc., 1987.

Jeroski, Sharon, et al. Enhancing and Evaluating Oral Communication in the Intermediate Grades. Victoria: Ministry of Education, Province of British Columbia, January 1988.

KEY THOUGHTS ON EVALUATION

- Are students aware of the evaluation plan for the Grade 8 Ethics Course?
- Are directions clear and concise, and do students know what is being asked?
- Do techniques for evaluation vary?

Note: For further information on student evaluation, refer to program 2 of the Ethics Resource Package — ACCESS Network (see page 10).

GRADE 8 ETHICS COURSE OVERVIEW

The following section provides an overview of the Grade 8 Ethics Course. Included are the student learning expectations from the Course of Studies and some suggested learning activities. Each of the suggested activities is referenced to one or more of the four perspectives (traditional/historical, cultural/ethnic, societal/community, personal) and to the resources that may be used in the activity (classroom, total school and/or community). It will not be possible for all activities to be covered, so teachers and students are encouraged to choose among those offered.

PART 1: ESTABLISHING THE CHALLENGE

TOPICS

- A. Understanding Ethics**
- B. Understanding Values**
- C. Perspectives on Values**
- D. Decision Making**
- E. Making a Difference**

PART 1: ESTABLISHING THE CHALLENGE

Key Student Questions

1. What are ethics?
2. How do ethics affect my life?
3. What are values and how do we get them?
4. How do I deal with conflict?
5. Can I make a difference in the lives of others?

Rationale

- An awareness of the values of the community will help students to recognize the importance of values in their own lives.
- It is necessary to have the skills to deal with value and perspective conflicts.
- It is important that students understand that values are influenced by various perspectives: historical/traditional, cultural/ethnic, societal/community, personal.
- Students need to have the ability to identify a conflict and to analyze it prior to attempting to solve it.

Part 1: Establishing the Challenge introduces students to the topic of ethics and prepares them for Part 2: The Community, in which they will have an opportunity to examine segments or institutions within the community and to examine specific values within a given framework.

PART 1: ESTABLISHING THE CHALLENGE

STUDENT LEARNING EXPECTATIONS	*PERSPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS-ROOM	TOTAL SCHOOL	COMMUNITY
<p>A. Understanding Ethics</p> <p>The student will be able to:</p> <p>Arrive at a working definition of the term "ethics".</p> <p>Demonstrate awareness that society is characterized by uncertainty, change and ambiguity.</p> <p>Identify the ethical implications in issues.</p>	S/C	<ul style="list-style-type: none"> Brainstorm the characteristics that you think an "ethical" person might have. 	X		
	T/H	<ul style="list-style-type: none"> Research as many definitions as you can find for the term "ethics". 	X		
	S/C	<ul style="list-style-type: none"> Gather newspaper, magazine and other articles that mention the word "ethics". 			X
	S/C	<ul style="list-style-type: none"> Examine "codes of ethics" from a variety of professions – teaching, law, medicine. 			X
	S/C P	<ul style="list-style-type: none"> Draft a code of ethics for students in the classroom; for the school. 	X	X	
	S/C	<ul style="list-style-type: none"> Invite members of professions to the classroom to discuss the relevance of ethics to their jobs. 			X
	S/C	<ul style="list-style-type: none"> Invite to the classroom, members of hospital ethics boards, university ethics boards. How are decisions made? 			X
	S/C	<ul style="list-style-type: none"> Choose an ethical issue that currently affects our society, and gather information about it. Organize it into a brief presentation to the class. 	X		X

*Perspectives T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
<p>A. Understanding Ethics (continued)</p> <p>The student will be able to:</p> <p>Express personal convictions in productive group discussions of ethical issues.</p>	S/C	<ul style="list-style-type: none"> Gather newspaper articles dealing with ethical issues. Post these in the classroom. 	X		X
	P S/C C/E	<ul style="list-style-type: none"> Create a bulletin board display entitled "Issues all of us face". 	X		
	P	<ul style="list-style-type: none"> Write a short scene representing an issue that would have ethical implications. 	X		
	S/C T/H C/E	<ul style="list-style-type: none"> Prepare a list of acceptable behaviour for within the classroom, your family, the school and the community. 	X	X	X
	P	<ul style="list-style-type: none"> List ways that your behaviour is affected by what others are doing. 	X		
	T/H	<ul style="list-style-type: none"> Discuss with members of your family their expectations of behaviour. 			X
	S/C	<ul style="list-style-type: none"> Invite members of the school administration to the classroom to discuss behaviour and discipline. 		X	
	S/C	<ul style="list-style-type: none"> Invite members of the community to the classroom to discuss acceptable behaviour in the community. 			X
	P	<ul style="list-style-type: none"> Role play a situation in which there is conflict among expectations of behaviour. 	X		

*Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

Part 1 (continued)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
<p>B. Understanding Values</p> <p>The student will be able to:</p> <p>Arrive at a working definition of the term "values".</p> <p>Demonstrate an awareness that humans are social beings who need values and standards by which to live their lives</p> <p>Demonstrate an understanding of common community values such as respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty</p>	S/C	<ul style="list-style-type: none"> Brainstorm definitions of "values". Arrive at a working definition and place this on a bulletin board. Return to it periodically to see if it needs to be changed. 	X		
	S/C	<ul style="list-style-type: none"> Using the code of ethics for the classroom and school, list the values that are represented 	X	X	
	P	<ul style="list-style-type: none"> List groups that are represented in the community; e.g., the elderly, the disabled, business groups 			X
	S/C	<ul style="list-style-type: none"> Invite guest speakers to talk about codes of ethics; e.g., teachers, administrators, lawyers, doctors, trustees. 		X	X
	P	<ul style="list-style-type: none"> Write a paragraph on personal values and how you think people learn to commit to these values 	X		
	S/C	<ul style="list-style-type: none"> List those values that your community seems to accept 			X
	S/C P	<ul style="list-style-type: none"> Make posters representing each value (or others) for display throughout the school. 	X		
	P	<ul style="list-style-type: none"> Choose one value and for one week see how many times you can demonstrate it. You must not tell anyone. At the end of the week reflect on your experiences 	X		

*Perspectives: TH – Traditional/Historic; C – Cultural/Ethnic; S/C – Societal/Community; P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
B. Understanding Values (continued)	S/C	<ul style="list-style-type: none"> Choose some values as a class. Brainstorm ways to improve the school atmosphere by displaying one or more of these values. 		X	
	P	<ul style="list-style-type: none"> Review your profile of a good or ethical person. What changes would you make? 	X		
	S/C	<ul style="list-style-type: none"> Prepare a survey of teachers, administrators, students, parents and community members as to whether they would agree with these values. 	X	X	X
C. Perspectives on Values The student will be able to:					
	T/H	<ul style="list-style-type: none"> Read stories about historical persons who were faced with ethical decisions in their lives. 	X		X
	T/H C/E	<ul style="list-style-type: none"> Examine how religion has provided the basis for many of the values of a society 	X		X
	T/H	<ul style="list-style-type: none"> Invite a historian to the class to reflect on how values were represented in earlier times. 			X
	S/C	<ul style="list-style-type: none"> Invite members of the community to the school to reflect on their own lives. What expectations were placed on them? Compare these with the expectations of students today 			X

*Perspectives T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

Part 1 (continued)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
C. Perspectives on Values (continued) The student will be able to: Demonstrate awareness that the society or community to which one belongs influences a person's perspective on values. Demonstrate awareness that each person may have unique perspectives on values.	C/E	<ul style="list-style-type: none"> Find examples of stories, poems or plays that represent cultural/ethnic points of view. 	X		X
	C/E	<ul style="list-style-type: none"> Contact representatives of cultural groups in the community and invite them to the classroom 			X
	C/E	<ul style="list-style-type: none"> Survey how many different cultural groups are represented in the school. 		X	
	S/C	<ul style="list-style-type: none"> Host a community day. 			X
	S/C	<ul style="list-style-type: none"> Visit institutions in the community; e.g., day-care, nursing home, etc. 			X
	P	<ul style="list-style-type: none"> With a group of classmates, role play a situation that demonstrates values and influences on values 	X		
	P	<ul style="list-style-type: none"> Keep a journal. Write a brief paragraph entitled, "Values I want to act on." 	X		

*Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

Part 1 (continued)

STUDENT LEARNING EXPECTATIONS	*PER-SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS-ROOM	TOTAL SCHOOL	COMMUNITY
E. Making a Difference					
The student will be able to:					
Demonstrate willingness to plan a project or activity that would contribute to the well-being of others.	S/C	<ul style="list-style-type: none"> Brainstorm, with your classmates, ideas for projects or activities that would help to improve your classroom, school, or community. For example, you may wish to explore the idea of helping younger students within your school. Ideas may be for short-term projects or for ones that will be ongoing throughout the year. 	X	X	X
Demonstrate willingness to be involved in the action to make the project or activity a reality.	P	<ul style="list-style-type: none"> Once you have decided on a project, prepare a plan of how to make the project a reality. For example, you may want to consider how much time the project will take, who will benefit from it, and so on. 	X	X	X
	P	<ul style="list-style-type: none"> Now that you have decided on a project, it is important that you feel committed to "doing" it so that it will be successful. 	X	X	X

* Perspectives. TH - Traditional/Historical; C/E - Cultural/Ethnic; S/C - Societal/Community; P - Personal

PART 2: THE COMMUNITY

MODULES:

Winning and Losing (Fairness/Justice, Loyalty)

Fairness and the Law (Fairness/Justice)

Religion and Values (Respect, Tolerance)

Messages in Media (Honesty, Responsibility)

Students and teachers are encouraged to choose a minimum of two modules for study within Part 2: The Community.

PART 2: THE COMMUNITY

MODULE: WINNING AND LOSING (FAIRNESS/JUSTICE, LOYALTY)

Key Student Questions

1. How do I describe a winner?
2. What does winning mean to me?
3. Can I be a winner and an ethical person?
4. How do I and others cope with and learn from losing?
5. What does being a winner in the community mean?

Rationale

- It is important that students demonstrate an understanding of what constitutes winning or losing.
- A true winner displays qualities that others deem to be important.

Values to Be Emphasized

- Fairness/Justice – an individual "behaves in an open, consistent and equitable manner".
- Loyalty – an individual "is dependable, faithful; devoted to friends, family and country".

Above definitions are from the list of Desirable Personal Characteristics, *Junior-Senior High School Handbook*, 1988-89.

PART 2: THE COMMUNITY

MODULE: WINNING AND LOSING (FAIRNESS/JUSTICE, LOYALTY)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
Differentiate between situations of "winning" and "losing".	P S/C	<ul style="list-style-type: none"> List ways that an individual can be a winner. Find stories or poems about winners. 	X		X
Identify how the values of fairness and loyalty impact on winning and losing.	P	<ul style="list-style-type: none"> Create a bulletin board display titled "A winner is someone who . . ." 	X		
	P	<ul style="list-style-type: none"> Review the values of fairness and loyalty. 	X		
	P S/C	<ul style="list-style-type: none"> List situations of winning and losing. For each, explain how fairness and loyalty were involved. 	X		
Identify examples of cooperation, participation and competition.	P	<ul style="list-style-type: none"> Plan a brief scene that demonstrates participation. Perform with your classmates. 	X		
	P	<ul style="list-style-type: none"> Write a story about a community where no one cooperated. 	X		
Demonstrate an awareness that cooperation is an essential characteristic of a community.	P S/C	<ul style="list-style-type: none"> Define what cooperation means and write a poem (or a story) about how it can be applied in the classroom, at home, or in the community. 	X	X	X
	S/C	<ul style="list-style-type: none"> Contact groups or organizations in the community who are helping others. If you are in a rural community you may wish to write to some organizations requesting information about their services. 			X

*Perspectives: T-H – Traditional/Historical; C-E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
Demonstrate understanding of the different perceptions of winning in the community.	P S/C	<ul style="list-style-type: none"> Plan a visit to other classrooms to make short presentations about winning and losing. Find newspaper articles or magazine stories about people who have made positive contributions to the community 		X	X
	C/E S/C T/H	<ul style="list-style-type: none"> Invite members of different cultural groups (e.g., Native elder) to the classroom to discuss their definition of "winners" and "losers". 	X		X
	S/C	<ul style="list-style-type: none"> If there is a local newspaper in your community, contact it to explore the possibility of an article about the positive contributions that students are making to the community. 			X
Develop respect for the feelings of self and others in winning or losing situations.	P S/C	<ul style="list-style-type: none"> Write a poem or story about the feelings a person has in a winning situation; in a losing situation. Arrange a bulletin board display of pictures, poems, quotations that represent winning situations. 	X X		
Accept members of the community who may differ physically, mentally or socially.	P S/C T/H C/E	<ul style="list-style-type: none"> Research the lives of individuals or groups who have made contributions to the community, such as Rick Hansen, Terry Fox, and so on. 			

*Perspectives: TH – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

Part 2 (continued)

Module: Winning and Losing (Fairness/Justice, Loyalty)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
<p>The student will be able to:</p> <p>Demonstrate an awareness of the impact of the values of fairness/justice and loyalty on institutions such as school sports and social service organizations.</p>	S/C	<ul style="list-style-type: none"> Borrow and use a wheelchair from a local hospital, clinic or individual to find out how accessible your classroom, school and community is to someone who uses a wheelchair. Write an article about your experiences and suggest ways that accessibility could be improved. 	X	X	X
	S/C	<ul style="list-style-type: none"> Invite a member of the community who is physically challenged, to visit the classroom to discuss "being a winner". 	X		X
	S/C	<ul style="list-style-type: none"> List different ways that the values of fairness/justice and loyalty are demonstrated in school sports. 	X	X	
	S/C	<ul style="list-style-type: none"> Invite representatives of social service organizations to the school. 	X		X
	P	<ul style="list-style-type: none"> Write a paragraph about the value of loyalty and how it can have impact on relationships. 	X		
	P	<ul style="list-style-type: none"> Using your definition of fairness, plan a short scene about fairness in situations of winning and losing. 	X		
	S/C	<ul style="list-style-type: none"> Interview members and coaches of school sport teams about how they view winning and losing. 		X	

*Perspectives: TH – Traditional/Historical; CE – Cultural/Ethnic; SC – Societal/Community; P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to: Demonstrate the skills necessary to contribute to the success of others.					
	P	<ul style="list-style-type: none"> Write a paragraph on "Helping others to be winners". 	X		
	P	<ul style="list-style-type: none"> Write a poem on "Ways to turn a loss into a win". 	X		
	S/C	<ul style="list-style-type: none"> Establish an award in your classroom or school that recognizes a "student of the month" for contributions to the climate of the school. 	X	X	
	S/C	<ul style="list-style-type: none"> With your classmates, arrange to take candid photographs of students in the school who are or have been involved in winning situations. If your school has a yearbook, you may wish to explore the possibility of these photographs being published. 		X	
	P	<ul style="list-style-type: none"> List two ways that you could contribute positively to the classroom. 	X		
	P	<ul style="list-style-type: none"> Create a plan of how you can help others to become more successful. 	X		
	P	<ul style="list-style-type: none"> Choose a situation in which you would feel like a loser. List two ways that you could turn the situation into a positive experience. 	X	X	X

*Perspectives, T-H - Traditional/Historical, C/E - Cultural/Ethnic, S/C - Societal/Community, P - Personal

PART 2: THE COMMUNITY

MODULE: FAIRNESS AND THE LAW (FAIRNESS/JUSTICE)

Key Student Questions

1. How does the law relate to me?
2. Does fairness play a part in the law?
3. Are there differences between the laws for young people and the laws for adults?
4. What is the difference between criminal law and civil law?

Rationale

- This module will focus on criminal law, particularly as it is applied to youth. Students will examine how the value of fairness affects not only what legal decisions are made, but also how the decisions are made. This is important as students gain further understanding of community values and how these values are reflected in community institutions.

Values to Be Emphasized

- Fairness/Justice – an individual "behaves in an open, consistent and equitable manner".

Above definition is from the list of Desirable Personal Characteristics, *Junior-Senior High School Handbook*, 1988-89.

PART 2: THE COMMUNITY

MODULE: FAIRNESS AND THE LAW (FAIRNESS/JUSTICE)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
Demonstrate understanding that laws, like other kinds of rules, often develop from the values that people hold.	S/C T/H	<ul style="list-style-type: none"> Brainstorm the meaning of "fairness". 	X		
	P	<ul style="list-style-type: none"> Research as many definitions as you can for "fairness" and "justice". 	X		
	P	<ul style="list-style-type: none"> Discuss clippings, articles, stories, poems, cartoons, movies, etc., in which fairness is an issue. 	X		X
	P	<ul style="list-style-type: none"> Write a paragraph about some person you admire for being fair. 	X		
	S/C	<ul style="list-style-type: none"> List incidents that have occurred at school, in the community, etc., which struck you as being unfair. 		X	X
	P	<ul style="list-style-type: none"> Analyze experiences to see what was unfair: <ol style="list-style-type: none"> the rule or offence the way the rule was enforced (procedures) the outcome or solution. 	X	X	X
Demonstrate awareness that there are decisions made by the individual and those that are made by the community.	S/C	<ul style="list-style-type: none"> Brainstorm the meanings of "law" and "crime". 	X		
	T/H	<ul style="list-style-type: none"> Research as many definitions as you can for "law" and "crime". 	X		
	S/C P	<ul style="list-style-type: none"> List as many crimes as you can think of. 			X

*Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
	P	<ul style="list-style-type: none"> Write a "letter to the editor" or draw an editorial cartoon expressing personal viewpoints on a survey topic. 	X		X
Differentiate between criminal and civil law.	S/C C/E T/H	<ul style="list-style-type: none"> List all the ways people may be involved with the law. Classify these into criminal law matters and civil law matters. 	X		X
	S/C	<ul style="list-style-type: none"> Collect articles and clippings on criminal law matters and civil law matters. Underline unfamiliar words and look up their definitions. 	X		X
Develop a set of criteria that can be used to evaluate situations in terms of the fairness of the procedures that have evolved through the centuries and have been influenced by other cultures.	S/C	<ul style="list-style-type: none"> Brainstorm rights considered important to ensure a fair trial. 			X
	S/C	<ul style="list-style-type: none"> Bring in a resource person to discuss present legal processes and procedural rights. 	X		X
	S/C	<ul style="list-style-type: none"> Using a list of "rules of fair procedures", evaluate selected case studies. 	X		
	S/C T/H C/E	<ul style="list-style-type: none"> Watch TV programs on the activities of private detectives, lawyers, police, etc. List procedures observed and evaluate the use of "rules of fair procedures". 			X

* Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

Part 2 (continued)

Module: Fairness and the Law (Fairness/Justice)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to: Identify, analyze and discuss issues having to do with fairness and the law.	S/C	<ul style="list-style-type: none"> Invite a resource person (lawyer, John Howard Society, Elizabeth Fry Society) to explain basic concepts of law and crime. 	X		X
	S/C T/H	<ul style="list-style-type: none"> List rules that apply at home, at school, at church, in a sport. How many are laws? What is the difference among these other rules or laws? 	X	X	X
	S/C	<ul style="list-style-type: none"> Brainstorm problems students have encountered or heard about relating to fairness and the criminal law. 		X	X
	S/C	<ul style="list-style-type: none"> Analyze these fairness issues as they relate to <ol style="list-style-type: none"> the crime procedures sentences. 	X		X
	P	<ul style="list-style-type: none"> Create a weekly display for the school called "A Week at the Criminal Courts". 		X	
Develop an appreciation for different viewpoints expressed on controversial legal issues.	T/H S/C	<ul style="list-style-type: none"> Research and report on the reforms now being proposed regarding our criminal code. 	X		X
	P T/H S/C C/E	<ul style="list-style-type: none"> Distribute a survey asking other students for their opinions on controversial criminal law topics. Relate this survey to a representative community sample. 	X	X	X

*Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
	S/C	<ul style="list-style-type: none"> Identify situations at school, in the community, etc., which could benefit by adopting these rules of fair procedures. 		X	X
	S/C	<ul style="list-style-type: none"> Gather newspaper clippings, etc., on the topics of fair procedures, and discuss. 	X		X
	P	<ul style="list-style-type: none"> Compile a list of "unfair" legal procedures you have encountered; discuss these topics. 			X
	T/H C/E	<ul style="list-style-type: none"> Research some societies and periods in history to find the methods people used to settle disputes. 	X		X
	P	<ul style="list-style-type: none"> Draw pictures in a booklet to show these procedures, or make up scenes and perform mini play. 	X		X
	S/C T/H	<ul style="list-style-type: none"> Conduct a mock trial or mock tribunal. Perform for others in the school or at a special parents' night. 		X	X
	C/E	<ul style="list-style-type: none"> Invite a resource person from the community to speak on legal procedures used in other countries. 	X		X
	S/C	<ul style="list-style-type: none"> Visit the local criminal court. 			X
	S/C	<ul style="list-style-type: none"> Examine selected case studies and, using the information given, hand down an appropriate sentence. 	X		

*Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

Part 2 (continued)

Module: Fairness and the Law (Fairness/Justice)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
	S/C	<ul style="list-style-type: none"> Invite a resource person (lawyer, John Howard Society educator, probation officer) to explain sentencing procedures and sentencing options. 	X		X
	S/C	<ul style="list-style-type: none"> Interview members of the community for their views on the fairness of the justice process. 			X
	T/H E/C	<ul style="list-style-type: none"> Research and prepare a report on how convicted persons were (or are) treated in other societies. 	X		X
	P	<ul style="list-style-type: none"> Witness a mock crime and then describe the "accused". 	X		
	S/C	<ul style="list-style-type: none"> Devise a quiz to test observational abilities, then test other students in the school; parents, etc. 		X	
	S/C	<ul style="list-style-type: none"> Interview a person who has been a witness in a trial. 			X
	S/C T/H	<ul style="list-style-type: none"> Invite a crown prosecutor and defense lawyer to class. Have each explain how he or she prepares witnesses for trial. 	X		X
	S/C	<ul style="list-style-type: none"> Investigate facilities and services available at the local courthouse for witnesses. 			X
	P	<ul style="list-style-type: none"> Have students write a paragraph on what they would do if they saw someone being attacked. 	X		

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
	S/C	<ul style="list-style-type: none"> • Invite a police officer to speak about programs that encourage citizen involvement in crime prevention; e.g., Block Parents, Crime Stoppers, Rural Crime Watch. 	X		X
	P	<ul style="list-style-type: none"> • Brainstorm qualities and skills of a "good" lawyer. 	X		
	S/C	<ul style="list-style-type: none"> • Invite a lawyer to class to speak about this list of qualities, and to discuss common ethical problems faced by lawyers. 	X		X
	T/H	<ul style="list-style-type: none"> • Discuss four rules of evidence and explain why these rules were developed. 	X		
	S/C	<ul style="list-style-type: none"> • Develop questions that could be used to interrogate "witnesses". 	X		
	S/C	<ul style="list-style-type: none"> • Role play a scene where a judge hands down a decision after listening to representations of both sides of a dispute. 	X		
	S/C T/H	<ul style="list-style-type: none"> • Visit court and watch a judge in action. Make arrangements to talk to the judge after court is adjourned. 			X

*Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

Part 2 (continued)

Module: Fairness and the Law (Fairness/Justice)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
<p>The student will be able to:</p> <p>Identify and evaluate some of the different ways people can respond to laws they think are unfair.</p>	S/C T/H	<ul style="list-style-type: none"> Discuss role performed by a juror; perhaps bring to class someone who has been a juror to talk about the experience. 	X		X
	S/C T/H	<ul style="list-style-type: none"> Invite a lawyer to class to discuss the pros and cons of a jury trial, and the jury selection process. 	X		X
	T/H C/E	<ul style="list-style-type: none"> Study people in history who were instrumental in establishing the rights of jurors. 	X		X
	P	<ul style="list-style-type: none"> Conduct a jury simulation so that students can apply the decision process in role as jurors. 	X		
	S/C C/E	<ul style="list-style-type: none"> Construct and conduct a survey to find out what members of the community think about jury trials. 	X		X
	C/E	<ul style="list-style-type: none"> Invite a resource person to speak about how other ethnic or cultural groups interact with the criminal justice system (e.g., Native Counselling Services of Alberta). 	X		X
	P S/C	<ul style="list-style-type: none"> Role play a scene in which a young person wants more privileges, but the adult feels the young person is not "ready". 	X		
	P	<ul style="list-style-type: none"> Discuss what criteria, besides age, could be used to assess readiness. 	X		

*Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
	S/C P	<ul style="list-style-type: none"> List reasons for and against choosing 12 as a minimum age and 18 as the age when full criminal responsibility is assumed. 	X		
	S/C T/H	<ul style="list-style-type: none"> Invite a police officer to class to give his or her views about the age of responsibility. 	X		X
	S/C	<ul style="list-style-type: none"> Survey parents and members of the community for their views. 			X
	P	<ul style="list-style-type: none"> Discuss whether or not it is fair to treat young offenders differently than adult offenders. 	X		
	S/C	<ul style="list-style-type: none"> Conduct a survey to find out how many students in the school know when criminal responsibility begins. 		X	X
	P	<ul style="list-style-type: none"> Debate: "It is resolved that parents of persons under 18 should be financially responsible for any damages caused by their children." 	X		
	T/C C/E	<ul style="list-style-type: none"> Consider case studies featuring trials of young people at different periods in history. 	X		
	T/H S/C	<ul style="list-style-type: none"> Invite a resource person to class to explain the history of youth and the law, and to outline treatment under the Young Offenders Act. 			X
		Demonstrate an understanding that the law is essential to the well-being of the individual and society.			

* Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

Part 2 (continued)

Module: Fairness and the Law (Fairness/Justice)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
	S/C T/H	<ul style="list-style-type: none"> Visit youth court and arrange to talk to a youth court judge. 			X
	S/C	<ul style="list-style-type: none"> Observe a film or video about the treatment of youth under the Young Offenders Act (YOA). <u>Playing for Keeps (Revised 1988)</u> or <u>Is It Worth It?</u> are two videos that you may wish to use. 	X		
	S/C	<ul style="list-style-type: none"> Sponsor a presentation about the YOA for parents and the community at large. 		X	X
	P	<ul style="list-style-type: none"> Design a poster or bumper sticker slogan on the theme of youth and the law. 	X		
	S/C	<ul style="list-style-type: none"> Collect newspaper clippings on the YOA – summarize prevailing views. 			X
	P S/C	<ul style="list-style-type: none"> Design an informational brochure on the YOA intended for young people. 	X	X	X
	S/C	<ul style="list-style-type: none"> Examine sentencing case studies in which restitution and compensation are viable alternatives. 			X
	S/C	<ul style="list-style-type: none"> Invite a resource person to class to explain the concepts of restitution and compensation and how the YOA encourages the use of such alternatives. 	X		X
	S/C	<ul style="list-style-type: none"> Conduct a survey of the community to find out if any agency offers work (community service) for young offenders. 			X

* Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
	S/C	<ul style="list-style-type: none"> Find clippings and articles dealing with the consequences of crime – for the offender, for the victim or victim's family, for the neighbourhood and community. Review the video <u>Playing for Keeps</u> (Revised 1988) for consequences of crime. 	X		X
	P	<ul style="list-style-type: none"> Develop a short scene or play; create a dance; draw a picture, etc., on the theme of "crime has consequences". 	X		
	S/C	<ul style="list-style-type: none"> Collect newspaper clippings on victims' issues. Summarize in a report. 	X		X
	S/C	<ul style="list-style-type: none"> Invite a representative from a victims' assistance organization to speak about the project. 	X		X
	S/C P	<ul style="list-style-type: none"> Write a feature story highlighting a person in the community who is working to help victims of crime. 	X		X
	T/H E/C	<ul style="list-style-type: none"> Examine case studies featuring people who, throughout history, have been instrumental in effecting changes to the law. 	X		X
	P	<ul style="list-style-type: none"> Discuss the ethical issues involved with what to do when the law is perceived as being unfair. 	X		
	P S/C	<ul style="list-style-type: none"> Write a paragraph about a young person who is actively trying to change things for the better – at school, in the community, etc. 	X		X

*Perspectives. T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

Part 2 (continued)

Module: Fairness and the Law (Fairness/Justice)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
	P	<ul style="list-style-type: none"> Research and prepare a written report containing two ideas that would improve the fairness of the criminal justice system (with supporting reasons). 	X		
	P S/C	<ul style="list-style-type: none"> Some ideas could be made into briefs and submitted to the appropriate person or agency for consideration. 	X		X
	C/E	<ul style="list-style-type: none"> Interview people from other cultures or countries to find out what is done differently in their legal system. 			X
	P	<ul style="list-style-type: none"> Discuss what would happen if every law, just or unjust, was obeyed. 	X		
	T/H S/C C/E	<ul style="list-style-type: none"> Have students find articles related to improving the judicial system. Select one suitable for debate and present arguments for and against the issue. 	X		X
	P	<ul style="list-style-type: none"> Interpret "the justice system is a human system". 	X		

*Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

PART 2: THE COMMUNITY

MODULE: RELIGION AND VALUES (RESPECT, TOLERANCE)

Key Student Questions

1. What is religion?
2. What are some of the celebrations, ceremonies and rituals of various religious groups?
3. How can I increase my understanding of the beliefs of others?
4. How do various religious groups create a "sense of community" among their members?

Rationale

- Increasing a student's knowledge of the importance of religion in the lives of others can lead to increased respect for others.

Values to Be Emphasized

- Respect – an individual "has respect for the opinions and rights of others, and for property".
- Tolerance – an individual "is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice".

Above definitions are from the list of Desirable Personal Characteristics, *Junior-Senior High School Handbook*, 1988-89

Note: This module may be deemed sensitive by some communities, so teachers are encouraged to respond to identified community needs.

PART 2: THE COMMUNITY

MODULE: RELIGION AND VALUES (RESPECT, TOLERANCE)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
Demonstrate an understanding that communities and social organizations are created for the mutual growth and well-being of their members.	S/C T/H	<ul style="list-style-type: none"> List the needs that human beings have. 	X		
	C/E S/C	<ul style="list-style-type: none"> Interview your classmates or other students in the school regarding how they might define "religion". Begin to create a working definition. 	X	X	
	S/C T/H C/E P	<ul style="list-style-type: none"> Look up as many definitions of the word "religion" as you can. Add to or change your working definition as needed. 	X		
	P	<ul style="list-style-type: none"> Make a list entitled "Five Things I Would Like to Know About Religion". 	X		
	S/C T/H C/E P	<ul style="list-style-type: none"> Create a collage representing different types of social activities or groups that adolescents are involved in. What are the different types of needs that are addressed by these activities and groups? 	X		X
	T/H S/C C/E P	<ul style="list-style-type: none"> Find out what types of groups are sponsored by religious institutions within your community. How many are adolescent groups? 			X

*Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
Demonstrate an understanding that there are interactive relationships among individuals, communities and segments of the community.	S/C T/H C/E	<ul style="list-style-type: none"> Examine how religious institutions contribute to the community and to individual members; e.g., clothing for the needy, food banks. 			X
	S/C	<ul style="list-style-type: none"> Discuss with your classmates ways that you or the class could contribute to your community. 	X		X
Demonstrate an awareness of the diversity of beliefs, customs, and celebrations that are present among religious groups.	T/H S/C C/E	<ul style="list-style-type: none"> Choose and examine one or more of the celebrations or rituals from a particular religious group; e.g., Judaism, Islam, Christianity, and so on. How do these contribute to the "sense of community" that each religious group has for its members? 	X		X
	T/H S/C C/E	<ul style="list-style-type: none"> Invite representatives of various religious groups to the school to discuss their religion. You may wish to create a panel of religious representatives 			X
	T/H S/C C/E	<ul style="list-style-type: none"> Visit religious institutions in the community. 			X
	C/E	<ul style="list-style-type: none"> Contact a Native elder to visit the classroom to discuss traditional Native beliefs. 			

*Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

Part 2 (continued)

Module: Religion and Values (Respect, Tolerance)

STUDENT LEARNING EXPECTATIONS	*PER-SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS-ROOM	TOTAL SCHOOL	COMMUNITY
The student will be able to:					
Develop respect and tolerance for the beliefs of others.	S/C	<ul style="list-style-type: none"> Write a paragraph on "tolerance". Check your definition with the one provided on page 51. 	X		
	S/C	<ul style="list-style-type: none"> Discuss in a small group how one can demonstrate respect for others and their beliefs. 	X		
Demonstrate the skills necessary to examine the values of respect and tolerance within the framework of religion.	T/H S/C C/E	<ul style="list-style-type: none"> Interview members of the religious community about how their religion provides them with a basis for making decisions. 			X
Demonstrate an awareness of the "sense of community" that each religious group develops.	T/H S/C C/E	<ul style="list-style-type: none"> Invite members of the religious community to serve on a panel discussing how their religions provide members with a "sense of community". 	X		X
	T/H S/C C/E	<ul style="list-style-type: none"> List positive contributions that religious institutions have made to society. 			X

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
Demonstrate an awareness of the contributions that religious groups have made to society.	S/C	<ul style="list-style-type: none"> Choose one religious institution and examine how it began to be involved in activities contributing to the community 			X
	S/C	<ul style="list-style-type: none"> Determine how religious institutions address the needs of young persons. 			X
	S/C	<ul style="list-style-type: none"> Survey your community to determine the different religious groups represented within it. 			X
Demonstrate a willingness to plan projects or activities that demonstrate respect and tolerance.	P	<ul style="list-style-type: none"> As an individual or with your class, initiate a plan of action that would contribute to better understanding among individuals with different religious beliefs. 	X		
	T/H C/E P	<ul style="list-style-type: none"> List five ways that you could make someone of a different cultural or religious background feel more comfortable in your peer group, classroom, school or community. 	X	X	X

*Perspectives, T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal



PART 2: THE COMMUNITY

MODULE: MESSAGES IN MEDIA (HONESTY, RESPONSIBILITY)

Key Student Questions

1. What are the various types of media?
2. How does the media influence me?
3. What values are being presented by the media?
4. How can I be more responsible in my use of the media?
5. Does the media demonstrate honesty and responsibility?

Rationale

- Young people are influenced by the media in both positive and negative ways. Increasing their awareness of methods of dealing with the media will allow them to respond to media influences in responsible ways.

Values to Be Emphasized

- Honesty – an individual is "truthful, sincere, possessing integrity, free from fraud and deception".
- Responsibility – an individual "accepts responsibility for own actions; discharges duties in a satisfactory manner".

Above definitions are from the list of Desirable Personal Characteristics, *Junior-Senior High School Handbook*, 1988-89.

Note: The emphasis in this module is on the values of honesty and responsibility. Teachers should be aware of the potential overlap of this module with Grade 9 Language Arts.

PART 2: THE COMMUNITY

MODULE: MESSAGES IN MEDIA (HONESTY, RESPONSIBILITY)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
Demonstrate an awareness of the types and purposes of media.	S/C	<ul style="list-style-type: none"> List the various types of media. 	X		
	S/C	<ul style="list-style-type: none"> Beside each type, list the primary purpose and audience, if possible. 	X		
	P	<ul style="list-style-type: none"> Create a collage demonstrating the various types of media. 	X		
	S/C	<ul style="list-style-type: none"> Invite representatives from newspapers, television, radio and so on, to a panel discussion about their primary audiences and how each responds to that audience. If you live in a smaller centre, you may wish to have a representative from your community newspaper. 	X		X
	S/C	<ul style="list-style-type: none"> Choose one print advertisement and list positive and negative influences that could result. 	X		X
	S/C	<ul style="list-style-type: none"> Choose one television program and list the positive and negative influences that could result. 	X		X
Demonstrate an awareness of the influences that media have on an individual's life.	P	<ul style="list-style-type: none"> Write a paragraph on "Ways in which my favourite (T.V. program, magazine and so on) influences me." 	X		

*Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
<p>The student will be able to:</p> <p>Demonstrate an awareness of the global impact of media.</p> <p>Demonstrate an awareness of how honesty and responsibility are involved in the interaction between the individual and the media.</p>	S/C P	<ul style="list-style-type: none"> Answer the question "What does the phrase 'The World is Getting Smaller' mean in relationship to the media?" 	X		
	P S/C	<ul style="list-style-type: none"> Plan a short scene entitled "The Canadian Way of Life". If possible, make a videotape. Have your classmates view it and list the values that they see demonstrated 	X		
	S/C T/H	<ul style="list-style-type: none"> Make a bulletin board display of articles, pictures, and so on, that show or discuss other countries. What images do you get of these other countries? Do you think they are accurate portrayals? 	X		X
	S/C	<ul style="list-style-type: none"> Find an example from media that you think presents a dishonest image. Write a paragraph giving your reasons for thinking that way. 			X
	S/C	<ul style="list-style-type: none"> Find an example from media that represents an honest image. Why do you think this? 			X
	P	<ul style="list-style-type: none"> Create a plan for media for the year 2000. What types of media would be available? How could the values of honesty and responsibility contribute to the plan? 	X		

* Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

Part 2 (continued)

Module: Messages in Media (Honesty, Responsibility)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
The student will be able to:					
Determine whether the standards imposed on media, both externally and internally, are sufficient to demonstrate responsibility.	S/C P S/C	<ul style="list-style-type: none"> List ways that the media can demonstrate responsibility toward the consumer. Survey your classmates, or others, as to whether or not they believe that the media generally is honest and responsible. 	X X		X
Demonstrate the skills necessary for making positive changes in an individual's use of the media.	P S/C P	<ul style="list-style-type: none"> Research the types of regulations that the media must follow. Initiate a plan for improving your use of media. Make sure this plan emphasizes honesty and responsibility. 	X X		X

PART 3: SOCIAL RESPONSIBILITY

TOPICS

- A. Values Important to Me
- B. Reflections

PART 3: SOCIAL RESPONSIBILITY

Key Student Questions

1. What is the relationship between behaviour and values?
2. How can I make a difference?
3. How do values affect me?
4. What have I gained from taking this course?
5. What changes do I want to make in my life?
6. How can I bring about these changes?

Rationale

- In order for students to understand the ethical implications in their lives, they must experience the effects of values in a concrete way.
- It is crucial that students have time to reflect on their experiences to help them adapt.
- Students have the ability and responsibility to make positive contributions to others.

PART 3: SOCIAL RESPONSIBILITY

STUDENT LEARNING EXPECTATIONS	*PERSPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS-ROOM	TOTAL SCHOOL	COMMUNITY
<p>A. Values Important to Me</p> <p>The student will be able to:</p> <p>Discuss personal convictions in the context of community values.</p> <p>Demonstrate awareness that individuals do not always act consistently on their values.</p> <p>Appreciate that one must be willing to maintain ethical values in the face of opposition.</p>	<p>P</p> <p>P S/C</p> <p>P S/C</p> <p>T/H S/C C/E P</p> <p>P S/C</p>	<ul style="list-style-type: none"> In your journal, reflect on what you have learned in the course and how you have changed because of it. Review the nine ethical values emphasized throughout this course. Choose one that is particularly important to you. Write a paragraph explaining why it is important. List as many "I can't" reasons for something you would like to change. Substitute "I won't" for "I can't" in your statements. How many of the reasons are real barriers to your taking action? Do this with things you would like to change in your peer group, classroom, school, community. List times when humour can hurt others. Make another list of times when humour can be a benefit. Write a paragraph or make a poster demonstrating good and bad humour. Create a lesson on ethical values that you could teach to younger students. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	

*Perspectives T/H – Traditional/Historical; C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

STUDENT LEARNING EXPECTATIONS	*PERSPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS-ROOM	TOTAL SCHOOL	COMMUNITY
The student will be able to:					
	P S/C	<ul style="list-style-type: none"> Write a paragraph about change. When do you like change to occur slowly, quickly, or not at all? Explain why. 	X		
Demonstrate willingness to revise or alter personal convictions on the basis of new understandings.	P	<ul style="list-style-type: none"> List two ways in which you believe you have changed because of what you have learned in this course. 	X		
Demonstrate awareness that acting on values involves consequences.	P	<ul style="list-style-type: none"> Choose one value that you have studied in this course. List positive and negative consequences of always acting on it. 	X		
Distinguish between responsible and irresponsible behaviour.	S/C P	<ul style="list-style-type: none"> List some of the methods you use to determine if someone is acting responsibly. Would others agree with your list? 	X	X	
	S/C P	<ul style="list-style-type: none"> Create a display demonstrating responsible school behaviour. 	X	X	

* Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

Part 3 (continued)

STUDENT LEARNING EXPECTATIONS	*PER-SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS-ROOM	TOTAL SCHOOL	COMMUNITY
<p>B. Reflections</p> <p>The student will be able to:</p> <p>Understand that relationships involve interactions, attitudes and emotions.</p> <p>Demonstrate responsibility for chosen actions.</p> <p>Evaluate personal contributions and the contributions of others toward making positive changes.</p> <p>Appreciate that he or she is involved in decisions and choices that have ethical implications and consequences.</p>	<p>P</p> <p>P</p> <p>P</p> <p>P</p>	<ul style="list-style-type: none"> In a small group, think of ways that friendships are formed and what kinds of things influence a friendship Write a paragraph about a situation in which you demonstrated responsibility. Put this in your journal, to be shared only if you wish. List ways that the ethics course has helped you to contribute to others. List decisions that a person might make in a typical school day that could hurt another person. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>		

* Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

STUDENT LEARNING EXPECTATIONS	*PERSPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS-ROOM	TOTAL SCHOOL	COMMUNITY
The student will be able to:					
Demonstrate commitment to values such as respect, responsibility, fairness, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.	P	<ul style="list-style-type: none"> Investigate the possibility of volunteering in an out of school activity; e.g., helping with community sports programs; visiting the elderly, physically or mentally challenged. 			X
	S/C P	<ul style="list-style-type: none"> Create an "Ethics" day at school when you and your classmates can demonstrate what has been studied in your class. 	X	X	
	S/C P	<ul style="list-style-type: none"> Videotape some of the scenes or role playing scenarios that you and your classmates created this year. These could be kept by your teacher for use in classes next year. 	X	X	
Share insights gained from the course through a culminating presentation of his or her learned experiences.	S/C P	<ul style="list-style-type: none"> If there is a community television station in your area, you may wish to contact someone regarding the possibility of presenting information about the course. 			X
	P	<ul style="list-style-type: none"> Prepare a presentation for Grade 7 students that includes a scene dealing with a topic that has been studied in ethics class. Include three two-minute talks answering the following questions: 1. What is ethics? 2. Why did I choose it? 3. What did we do this year? 	X	X	

*Perspectives: T/H – Traditional/Historical, C/E – Cultural/Ethnic, S/C – Societal/Community, P – Personal

Part 3 (continued)

STUDENT LEARNING EXPECTATIONS	*PER- SPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS- ROOM	TOTAL SCHOOL	COMMU- NITY
	P	<ul style="list-style-type: none"> Create a daily announcement or "thought for the day" that could be broadcast throughout the school. 		X	
	P	<ul style="list-style-type: none"> Investigate the possibility of having the school recognize some of the students (your classmates) who have contributed to "making a difference in the lives of others". This could be done at an end of the year assembly. 		X	
	P	<ul style="list-style-type: none"> Create a display (posters, photographs, collage, newsprint) titled "What Makes Our School a Winner". Change the display as new events and happenings take place. 		X	
	P	<ul style="list-style-type: none"> If your school is planning an end of the year track meet or other activity, offer to help in any way you can to make these activities a success. 		X	
	P	<ul style="list-style-type: none"> Write a children's story in booklet form. The story should demonstrate one of the values that you have been studying. Arrange to read it to a group of young children. 		X	

*Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

STUDENT LEARNING EXPECTATIONS	*PERSPECTIVES	SUGGESTED LEARNING ACTIVITIES	CLASS-ROOM	TOTAL SCHOOL	COMMUNITY
	P	<ul style="list-style-type: none"> List five things you would like to do in the next year that will "make a difference" in the lives of others. 	X	X	X
	S/C P	<ul style="list-style-type: none"> Create, with your classmates, a four-page newspaper on ethics. Include news stories, cartoons, editorials and so on. You may wish to confer with your language arts teacher on this project. 	X		
	P	<ul style="list-style-type: none"> Survey your classmates by asking them to complete the following statement: "The best thing I learned in ethics was _____." 	X	X	
	P	<ul style="list-style-type: none"> With your classmates, go on a "sound" walk throughout your school. You may wish to do this blindfolded and led by a classmate so you concentrate on the sounds. List the good sounds you hear. List the unhappy sounds. Plan ways that you could help your school to <u>sound</u> more happy. 	X	X	
	P	<ul style="list-style-type: none"> Plan a "sight" walk through your school. List all the good things that you see. List the unhappy things that you see. Plan ways that you could help your school to <u>look</u> more happy. 	X	X	

*Perspectives: T/H – Traditional/Historical; C/E – Cultural/Ethnic; S/C – Societal/Community; P – Personal

GRADE 8 ETHICS

Part 1:

Establishing the Challenge



PART 1: ESTABLISHING THE CHALLENGE

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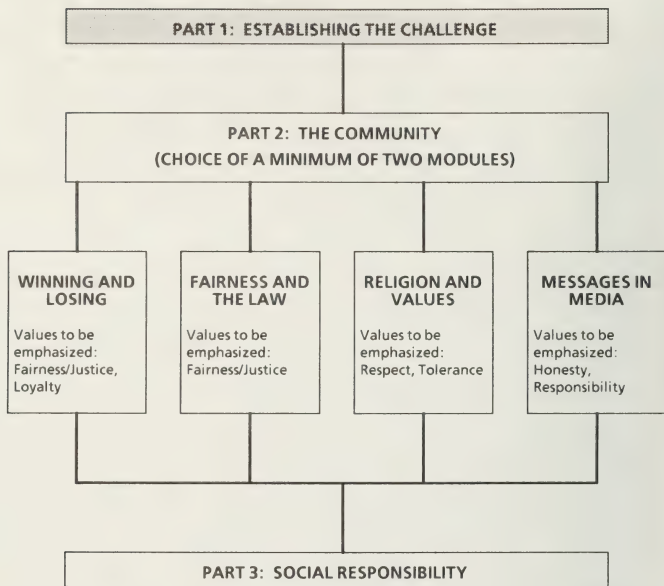
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GRADE 8 ETHICS COURSE



This component of the Teacher Resource Manual will provide suggested activities for teaching Part 1: Establishing the Challenge.

PART 1: ESTABLISHING THE CHALLENGE

INTRODUCTION

STUDENT LEARNING EXPECTATIONS

A. Understanding Ethics

The student will be able to:

1. Arrive at a working definition of the term "ethics".
2. Demonstrate an awareness that society is characterized by uncertainty, change and ambiguity.
3. Identify the ethical implications in issues.
4. Express personal convictions in productive group discussions of ethical issues.

B. Understanding Values

The student will be able to:

1. Arrive at a working definition of the term "values".
2. Demonstrate an awareness that humans are social beings who require values and standards by which to live their lives.
3. Demonstrate an understanding of common community values such as respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.

C. Perspectives on Values

The student will be able to:

1. Demonstrate an appreciation of the influence of historical traditions and culture in the formation of personal values.
2. Demonstrate awareness that the society or community to which one belongs influences a person's perspective on values.
3. Demonstrate awareness that each person may have unique perspectives on values.

D. Decision Making

The student will be able to:

1. Demonstrate an understanding of the ethical implications of issues.
2. Examine and assess a variety of viewpoints on issues.
3. Examine evidence and consider alternatives before making a decision.
4. Demonstrate an understanding of the consequences of one's actions.
5. Express confidence in his or her own critical and creative thinking regarding ethical decision making.

E. Making a Difference

The student will be able to:

1. Demonstrate willingness to plan a project or activity that would contribute to the well-being of others.
2. Demonstrate willingness to be involved in the action to make the project or activity a reality.

VALUES TO BE EMPHASIZED

This module introduces the study of ethics, and gives a general introduction and overview of the moral/ethical values of:

- respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, and loyalty.

PERSPECTIVES

In the context of introduction and overview of the study of ethics, this module outlines the influence of the four perspectives: Traditional/Historical, Cultural/Ethnic, Societal/Community, and Personal.

RATIONALE

- An awareness of the values of the community will help students to recognize the importance of values in their own lives.
- It is necessary to have the skills to deal with value and perspective conflicts.
- It is important that students understand that values are influenced by various perspectives; i.e., historical/traditional, cultural/ethnic, societal/community, personal.
- Students need to have the ability to identify a conflict and to analyze it prior to attempting to solve it.

BEFORE TEACHING THIS MODULE

This series of activities is a suggested way of teaching Part 1: Establishing the Challenge. The teacher is encouraged to adapt the activities to suit teaching and learning styles.

Review:

1. Discussion techniques
2. Small group work: chair, recorder, reporter
3. Methods for handling value conflicts
4. Materials research and sharing of research
5. Brainstorming techniques
6. Role play
7. Communication/listening skills.

STUDENT EVALUATION

1. Participation, cooperation, classroom contribution
2. Written and other creative work
3. Group work
4. Presentations
5. Notebook/research folder.

Note: Refer to the Ethics Resource Package (ACCESS) Program 2: Effective Teaching and Evaluation Strategies for more information.

RESOURCES

1. Research on current issues: newspapers, periodicals, radio and TV news, local events.
2. Statements of codes of ethics (e.g., legal, medical, teaching, Boy Scouts, etc.); Charter of Rights and Freedoms; religious teachings; examples from history and literature; statements or representations of cultural/ethnic perspectives on ethics.
3. Human resources: professionals to speak about professional code of ethics; community members/members of groups to talk about social values, group perspectives on values; school administrator; representatives of religious groups, ethnic groups.
4. Poems, stories, songs about values, or issues of value conflict. In several of the following activities there are specific references to stories and poems from language arts basic resources.

KEY STUDENT QUESTIONS

1. What are ethics?
2. How do ethics affect my life?
3. What are values and how do we get them?
4. How do I deal with conflict?
5. Can I make a difference in the lives of others.

TIME LINE

ACTIVITIES

Note: The following suggested activities are based on 40-minute periods.

A. UNDERSTANDING ETHICS

Activity 1 – Qualities of a Good Person (1 period)

- qualities of a good person

Activity 2 – Standards (1 period)

- concept of "standard"
- standards of right and wrong

Activity 3 – Codes of Ethics (2 periods)

- definition of code of ethics
- code of ethics for class (begin)

Activity 4 – Ethical Issues (2 periods)

- ethical issues

Activity 5 – Interview (2 periods)

- standards of behaviour in school, community, peer group
- survey interviews; generalizations about standards

B. UNDERSTANDING VALUES

Activity 6 – Values (1 period)

- definition of values
- values in professional code of ethics

Activity 7 – Learning Values (1 period)

- how do we learn?
- value acquisition

Activity 8 – Personal Characteristics (2 periods)

- ethical values (respect, tolerance, etc.)
- values and the well-being of individual and society

C. PERSPECTIVES ON VALUES

Activity 9 – Perspectives: Cultural/Ethnic (2 periods)

- historical/traditional sources of values
- cultural/ethnic sources of values

Activity 10 – Perspectives: Societal/Community (1 period)

- societal/community perspective on values

Activity 11 – Perspectives: Personal (2 periods)

- personal values

D. DECISION MAKING

Activity 12 – Decision Making (1 period)

- decision making
- dilemma
- value conflicts

Activity 13 – Decision Making (1 period)

- responses between acceptance and rejection
- decision making in conflict situations

E. MAKING A DIFFERENCE

Activity 14 – Making a Difference (2 periods)

- planning a project

ACTIVITY 1

Qualities of a Good Person

(1 period)

Generalization

A good person is one who considers the importance and worth of individuals.

Specific Objectives

1. The student will be able to list six qualities of a good person.
2. The student will be able to specify behaviours that exemplify qualities of goodness.

Resources

STUDENT HANDOUT 1: Ethics Course Outline (optional)

Chart paper; felt markers; scissors

Procedures

1. Opener: Build a good person.

Form the class into five groups and give each group a piece of chart paper. Two groups draw (and cut out) legs and feet, two create arms, and one group makes a head. Explain that the class is going to build a 'Good Person'. Each group brainstorms qualities of a good person and writes them on their drawing with a felt marker. After ten minutes, reassemble the class, tape the body parts to a torso that you have prepared, and review the lists.

Compare the qualities and develop, with the class, a master list of qualities that students agree on. Write the list on the torso of the figure.

2. Some questions for discussion:
 - What does "being good" mean to you?
 - Does it mean the same to everybody?
 - What are some qualities of goodness (from the qualities written on the torso of the "Good Person") that you think everyone agrees about?
 - How do right and wrong relate to goodness?
 - How do we judge whether somebody is honest, fair, and so on?
 - Where do we learn our standards of good and bad, right and wrong?
3. Have students each choose four qualities from the torso list and interpret them in written statements or give examples of behaviour:

"If a person were (e.g., respectful) he or she would (do) _____."

4. Discuss with students: In the following weeks you will be examining the meaning of the word ethics and how ethical values are part of everyone's life. We will look at standards of behaviour and the values on which these are based, and at how those standards and values are taught and learned. Distribute Student Handout 1: Ethics Course Outline (optional). Review with students what will be involved in the course.
5. Ask the students to collect clippings that contain the word "ethics". Encourage good research practice. For example, each piece collected should include source, date, and the student's own name.

NOTE TO THE TEACHER:

Establish a clippings file as a class resource and encourage regular contributions. Review the submissions for appropriateness; make sure source and contributor are included; integrate relevant material into lessons; have students present particularly useful material directly to the rest of the class.

If submissions to the clippings file include reports of anecdotes/interviews, students should cite sources and attempt to check the facts.

Some clippings that you or your students collect may deal with issues that are too sensitive for use without careful presentation and monitoring of student reactions. Preview materials with care and avoid using or adapting those that you feel may create difficulties with your students in the context of their community. Some materials should be teacher resources only, or should be excerpted or paraphrased.

Remind students that although stories are fiction, newspaper articles are about real people. People's lives and their ethical decisions are so complex in nature that they cannot be completely understood even by those who know them well – a newspaper article would certainly not give the whole story. This caveat applies equally to anecdotes about people in the community, even people students know.

Elective

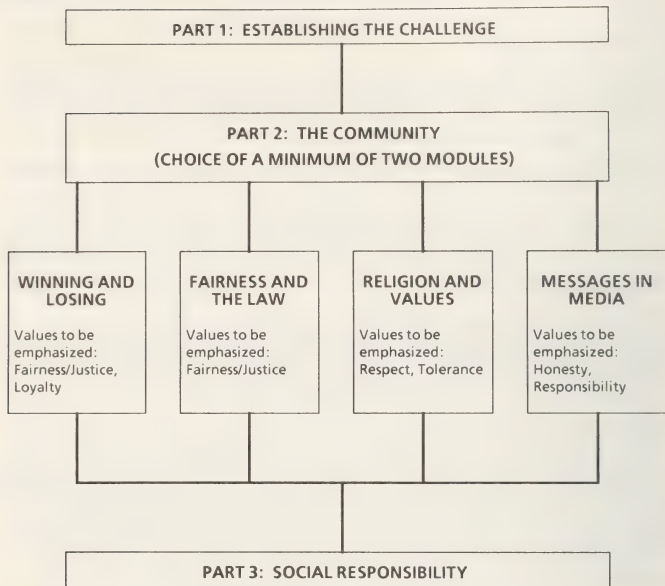
Develop a classroom display area for the ethics course, to be reviewed and revised weekly, or when specific materials are produced by the class. Begin with the display of 'Good Person'. If visual representations of persons are made as part of the display, strongly encourage avoidance of age/gender/racial bias. A collage of persons of different ages, both male and female, and representing different racial and cultural groups, can be the centre of the display. Statements written in this class could also become part of the display.

Evaluation

Evaluate contribution to discussion: ideas, appropriateness, classroom manners, cooperativeness in group discussion.

Evaluate statements about the 'Good Person' for development of ideas and clear understanding of qualities as explained in example. Commend originality of ideas not listed in brainstorming session.

STUDENT HANDOUT 1: ETHICS COURSE OUTLINE



ACTIVITY 2**Standards****(1 period)****Generalization**

Ethics is the study of standards of right and wrong.

Specific Objectives

1. The student will be able to define the concept of standards and describe how standards apply to issues of right and wrong.
2. The student will be able to identify examples of standards of right and wrong.
3. The student will be able to arrive at a working definition of the term "ethics".
4. The student will be able to demonstrate an awareness that society is characterized by uncertainty, change and ambiguity.

Resources

STUDENT HANDOUT 2: Standards

Procedures

1. The three questions in Part A of Student Handout 2 can serve as an introduction to, and discussion of the concept of standards. There is always an acceptable range of variation when applying standards (zone of tolerance).
2. Discuss standards of right and wrong in relation to the two scenes presented in Part B of the worksheet.
 - Can a behaviour be "more" or "less" right or wrong?
 - What are some examples of behaviour everyone agrees would be totally wrong?
 - What are some examples of behaviour that seem wrong, but are really not so?
 - What makes them different?
3. Have students record in their notebooks their individual views of how standards apply to the "rightness" or "wrongness" of different situations discussed in number 2. Develop a common definition of ethics, using information gathered in the discussion of standards of right and wrong.

Evaluation

Contribution to group discussion

Elective

Students could talk to community members who work in trades where standards apply; to people in the recreation/athletics field where standards are part of skill training; to medical people who apply standards of training and care. They could list ways in which standards of skill, training, and behaviour are part of their own lives.

STUDENT HANDOUT 2: STANDARDS

PART A

1. Draw a picture of a ruler, as realistically and accurately as possible. Real rulers, other straightedges and measuring devices may NOT be used. Compare results. Could this drawing be used as a ruler? Explain.
2. What do "good enough" and "close enough" mean? Give two examples for which great variation is acceptable and two for which almost no variation is acceptable.
3. If you have a very strict grandparent who only visits once a year, how might your behaviour differ from how you normally behave in the house?

PART B

Read the following short scenes.

- (a) "I don't agree with you – you're just being stupid," said Phillip. "Nobody cares – and besides, we look fourteen. We'll never get caught."

"But my mother doesn't want us to go to movies like that unless an adult goes with us. She says they're too violent," answered his friend.

"So do you agree with everything your mother says?"

"No, but she SAID . . ."

"Well, OK, if you're going to be that way, I'll go with Allen," said Phillip, riding away.

- (b) Mrs. Lavallee sat at the table, with papers all around, filling out her tax return. "Aren't you going to include that money Malcoms paid you for making those costumes for the dance class?" asked Alain.

"Of course not. They paid me cash, so the government will never know."

"But . . . isn't that cheating? Boy! You really carried on at us about cheating on assignments – you'd think it was murder!"

"It's not the same, so don't you worry about it", said his mother, adding up the figures on the last page.

Phillip in (a) and Mrs. Lavallee in (b) say that they don't feel that what they are doing is wrong. Would you agree? With what do you compare their behaviour, to enable you to decide whether they are right or wrong?

ACTIVITY 3

Codes of Ethics

(2 periods)

Generalization

Some professions and occupations have written codes of ethics that govern their members' standards of behaviour.

Specific Objectives

1. The student will be able to define "code" and relate the concept to standards of behaviours.
2. The student will be able to draft a code of ethics for the class.

Resources

STUDENT HANDOUT 3: Morse Code

STUDENT HANDOUT 4: Medical Ethics

Procedures

1. Write a message on the board in Morse Code (e.g., ●●●●●/●/●-●●/●-●●/- - -).

Hand out the key to the code (Student Handout 3). Ask the first student who can decode the message to write a brief message for his or her classmates to decode.

After this short opener (5-10 min.), discuss the meaning of "code" (a systematic body of laws; a system of principles; a system of signals for communication; a system of symbols used to represent meanings). The important concept is that a code is systematic; an orderly presentation of assigned meaning or laws.

Relate "code" to the legal code, then to a code of ethics. A code often applies to a specific group of people: in a secret cipher, the key is known to very few; the legal code applies to all; a professional code of ethics of the members of the profession.

2. Discuss professional standards of ethics and their function in regulating the behaviour of members of a profession. Professionals have to agree to these codes in order to practise.
 - Who writes these codes?
 - How do these codes serve the members?
 - How do they serve the public/clients?

The Canadian Medical Code of Ethics, for example, specifically refers to a doctor's responsibilities to the patient, the profession, and society.

3. Some provinces in Canada have specific regulations about physicians receiving money under a patient's will; other provinces do not, and cases are decided on the basis of interpretation of the general statement in the Canadian Medical Association's Code of Ethics, that a physician "will take neither physical, emotional nor financial advantage of his patient" *(Article 3 Respect for Patient). The regulatory body must examine the physician's behaviour and the situation and rule whether or not a wrong has been done.

- What is the advantage of having a regulation dealing specifically with a matter such as this?
- What is the advantage of a general statement which must be interpreted according to the situation at hand?
- Who decides whether an ethical issue is at stake, and who initiates an inquiry?

4. Distribute Student Handout 4: Medical Ethics.

Students can work in groups of three or four, discussing the scenario and then preparing their statements for presentation.

5. After the presentations and discussion, elicit general discussion about the medical code of ethics. The following questions are only suggestions.

- In what way is a ruling such as this designed to protect the interests of patients?
- How might a doctor abuse the trust placed in him and take advantage of a patient?
- How would this reflect on other doctors and the medical profession, and what might that do to the trust that is necessary between physicians and patients? Is this one of the reasons for a code of ethics?

6. Brainstorm suggestions for a code of ethics for the class. It may include standards of conduct in relation to other pupils, to teachers and school staff, to members of the public, and take into account not only interactive behaviour but also individual integrity. As a class, develop into a joint statement. Post it on bulletin board. This draft code of ethics should be refined as the course proceeds.

Discuss the following questions with the students:

- How do you agree on the standards of behaviour expected?
- How should the code be enforced?
- What will you do if someone breaks the code?
- How should decisions about conflicts be decided?
- How would a class ethics committee be set up?

Action

Students may wish to develop a code of ethics for the total school. If they do, they will need to present it in draft form to administration, other classes, teachers, or students; confer and write revisions; develop a plan for dealing with infractions of the code; possibly set up a school ethics committee for hearing cases. This is a long-term project, to be completed by mid-year; instituted, evaluated, and rewritten if necessary.

*Reprinted with permission of Canadian Medical Association – Government Relations and Communications Department.

Evaluation

Individual and group participation

Paragraphs re medical ethics; statements to class

Contributions toward class code of ethics

Elective

Create a collage of acceptable standards of behaviour in the classroom.

Survey other community members to see how many are employed in places where there is a written code of ethics.

Research the codes of ethics for various professions (e.g., teachers, lawyers, government employees).

Arrange for guest speaker representing medical, legal, or other profession with professional code of ethics.

NOTE TO THE TEACHER:

Review etiquette appropriate to a visiting resource person (introduction, thanks, prepared questions). Because this person will only be present once, it is important to obtain as much relevant information as possible without overloading the students with too much undigested material. If possible, elicit discussion not only of the professional code but also of issues with ethical implications, anecdotes that exemplify ethical dilemmas and how these are approached by members of the profession.

It might be a good idea to record this presentation and the question/answer session for reference at a later time (it could also be used as a discussion resource for analysis of appropriate behaviour with classroom guests).

A student may have a particular interest in this area and choose to do a follow-up interview for a project later in the course, so choose the resource person carefully for patience, cooperativeness and generosity, and ensure the person feels his or her contribution is appreciated.

STUDENT HANDOUT 3: MORSE CODE

Key to the International Morse Code.

a •-

b -•••

c -•-•

d -••

e •

f ••-•

g --•

h ••••

i ••

j •---

k -•-

l •-••

m --

n -•

o ---

p •--•

q --•-

r •-•

s •••

t -

u ••-

v •••-

w •--

x -••-

y -•--

z --••

STUDENT HANDOUT 4: MEDICAL ETHICS

Mrs. Smith was 81 and living in an extended care facility. Although she was not strong enough to live alone and care for herself completely, she was mentally alert and competent. She had no close family living nearby and kept pretty much to herself. The only persons she saw regularly were the people who worked at the care facility and her personal physician.

When she died of an extended illness, she willed a substantial sum of money to her doctor for his "friendship and care over the years". The family, which received the remainder of her estate, filed a complaint with the medical association.

1. In your group, each choose one of the following positions to defend:

- Take the point of view of the elderly person and explain why you believe the doctor has a right to benefit from your estate.
- Put yourself in the place of the elderly person's family.
- Put yourself in the place of the doctor.
- Try to give the point of view of the profession. What are some of the reasons that may have contributed to the formation of a code of ethics for members of the medical profession?

Write a paragraph from the point of view of one of the roles. Form a panel and read your statements to the class. It is the responsibility of the rest of the class, as audience, to listen carefully and respond to points they think are well made. They can also suggest other interpretations or justifications that might be possible.

ACTIVITY 4

Ethical Issues

(2 periods)

Generalization

An ethical issue is a situation wherein standards of behaviour must be applied to decide what is the right or wrong way to behave.

Specific Objectives

1. The student will be able to identify the ethical implications in issues.
2. The student will be able to define and give examples for the concept of ethical issue.
3. The student will be able to express personal convictions in productive group discussions of ethical issues.

Procedures

1. Brainstorm the concept of ethical issue. Students should give examples to support their views and be able to generalize from the examples. They need to understand that ethical issues have no clear-cut or easy answers and the situations cannot always be resolved to accommodate everyone. An issue is not necessarily something bad (as is a "problem"), but it is something that needs to be remedied.

Discussion Questions:

- What is an issue?
- Do we always know when there is an issue?
- In what contexts have you heard the word used? (Environmental issues, social issues, political issues.)
- If ethics is the study of standards of right and wrong, in what ways might an issue be ethical?
- Do ethical issues always have to do with behaviour in relation to people? For example, would cruelty to animals be an ethical issue?

Have students write a draft definition of what constitutes an ethical issue.

2. Have each student identify an issue wherein a decision about behaviour must be made, and write a short scene about it. Ensure that issues for class, peer group, and community are well represented. Have students choose members to perform their short scenes on ethical issues. When the scene has been performed, the writer will answer questions from the class about the issue – how it was "ethical" in nature, what standard of behaviour was at issue, what choice was made and why.

3. At the end of each presentation, the following questions could be asked:

- What is the issue?
- Is there a choice to be made between right and wrong?
- Are there generally held acceptable standards of the community that would contribute to its solution?

Evaluation

Participation in small group and classroom work, cooperativeness, willingness to share ideas, responsibility in taking on and performing a role in group work

Elective

Take newspaper articles and have students create a role playing scenario to present to the class.

ACTIVITY 5***Interview*****(2 periods)****Generalization**

Different individuals/groups have different standards or expectations of what they consider to be "good" or "right".

Specific Objectives

1. The student will be able to identify different ethical standards or expectations of different groups.
2. The student will be able to practise appropriate interviewing procedures.

Resources

STUDENT HANDOUT 5: Interview Project Sheet

Procedures

1. Discuss the concept of different expectations of acceptable behaviour with the students.
 - Do different people have different standards of behaviour?
 - What do you think about the expressions "high standards" and "low standards"? What do you think they mean?
 - Do you think some people don't really care how they, and others, behave? Why do you think they feel this way?
 - Do people have the right to expect ethical behaviour from others? What might happen if there were no generally accepted standards of right and wrong?
2. The students will do a series of interviews to compare standards of behaviour expected by different groups of individuals in the school, community and peer group.

Encourage students to brainstorm a list of groups to interview (for example, school administrators, teachers, parents, siblings, business people, clergy, recreation people, community leaders, peer group members). It may be easier for students to narrow the scope of this exercise to groups to which they have easier access, such as other students or teachers.

Distribute Student Handout 5. Review the information with students.

Have students role play interview techniques, including how to arrange an interview, conduct it, record the data, and show appreciation for input.

Interviews can be done in student teams of either two or three; an interviewer, a recorder/reporter. They can change roles for a second interview.

If a person is interviewed in more than one role (e.g., father/fireman, or athletic coach/teacher), separate data sheets should be made.

3. When the students return with the data from the interviews (set an appropriate length of time to complete the research before continuing to this stage of the activity), review the data. You may wish to have each group briefly review its findings.

If an objective-style instrument has been used, tabulate the data onto a master chart. One student could work with the research group recorders to compile the chart, while the others write about or discuss the research phase; their successes and failures and what they learned about the process.

If an open-ended questionnaire was used, list the responses on poster paper under "acceptable behaviour", "unacceptable behaviour", "adult vs. child", "girl vs. boy". The responses should be listed in point form, but students should discuss those that are ambiguous to clarify the meaning as far as possible. Include in brackets beside each response the role of the person interviewed; similar responses can be doubled up.

Have students examine the answers from people who represent groups, such as teachers, administrators. Can generalizations be made about group values for these groups? What values seem to underlie the expectations of all involved? (These questions will be investigated in more depth in another lesson.)

- What kinds of behaviour did people expect?
- What words recurred? (These may include honest, respectful, polite, dependable, fair, loyal, kind; and their opposites, rude, cruel, dishonest, undependable, unfair, untrustworthy)
- Were there any statements you didn't agree with? If so, which ones?
- Were there any that you didn't understand? Was it something specific to them or something they believe everyone expects?
- Did some people seem to have higher or less flexible standards than others? Did they expect the same level of behaviour of everyone? How did this compare with people who seemed to have lower or more flexible expectations?

OR

4. Instead of doing the survey, the class can identify groups in the community and invite representatives to speak to the class about expectations of behaviour. The class should prepare questions in advance and record the data, as above.

Action

Report back to the interview subjects and to other resource persons from the community involved in the study of the course. Include definition of ethics; statements about school and community values represented by statements in interviews; code of ethics developed by the class for application to behaviour in the school and the community.

Evaluation

Have the students complete a self-evaluation on the contribution to group functioning in the interview process.

Did the group do the requisite interviews? Did each member fulfil his or her required role? Were they successful in collecting useful information? Did they contribute effectively to collating the information collected?

Collect the Interview Project Sheets for evaluation.

Elective

Have students evaluate and redesign the research instrument if it did not garner the amount and quality of information they desired, or if the information could have been more easily collated in another form.

Debrief the experience of doing the survey as a class discussion, or have students write about it for distribution, or report orally about their experience in the field:

- Did the subjects understand the goal of the research?
- Were the subjects cooperative or did they require tact and persuasion to fill out the questionnaire?
- Did they take the research seriously? If so, how did you persuade them to do so?
- What advice would you give to another student who was going to seek this sort of information from members of the public?

STUDENT HANDOUT 5: INTERVIEW

This assignment is an interview project. By asking a small group of people some questions, you can try to draw some conclusions about a much larger group of people. For example, if you interviewed a group of Grade 8 students about what time they thought they should have to be home on school nights, you may conclude that your findings would be applicable to all Grade 8 students. You must, however, be careful to ask the right questions and choose the persons you intend to interview carefully so your results are meaningful.

Here are some questions to help you get organized.

1. What do you want to know? Decide on one topic and write it on the line below.

2. Describe the group of people that you would like to have respond to the above topic; e.g., Grade 8 students, teachers.

3. Make a list of questions that you would like to ask the sample group

e.g.,

- What standards of behaviour do you expect or wish for?
- What behaviour is unacceptable?
- In what ways do these expectations differ for a young person compared to an adult?
- Are these standards different for girls and boys? In what ways?

4. Make a questionnaire using only your best questions from the above list. Use this when you interview people and record their answers. It is better to ask a few questions that only need short answers; e.g., yes, no, no opinion.

5. Record the responses for each of the questions on the questionnaire; e.g., Question 1: 6 – Yes; 10 – No; 7 – No Opinion.

6. What can you conclude from your survey? Do you think your results would be applicable to a larger group; e.g., all Grade 8 students; all teachers?

Write a short paragraph in response to the above questions.

7. Prepare an oral presentation of your findings. Include in your presentation the topic of your interview, the questionnaire questions and a summary of the results. Be prepared to answer questions from your classmates!

ACTIVITY 6

Values

(1 period)

Generalization

Values refer to qualities that have worth, usefulness, importance, and desirability. Ethical values are those beliefs about issues and behaviour which we feel are important, and for which we set standards.

Specific Objectives

1. The student will be able to define "values".
2. The student will be able to examine the class code of ethics for the values represented and the standards established.

Resources

Code of ethics for the classroom or school.

Procedures

1. Have students list five things that have the most value to them.

Discuss the definition of "value" that each used when choosing the items on his or her list:

- What is the difference among value, want, and need?
- What are examples of each?
- If something "has value", what does that mean?
- What does "that's valuable" mean?
- Do values motivate us to behave in certain ways?

2. Not all values are ethical values (that is, the basis on which you decide what is right and wrong). Worth is assigned to much that has to do with usefulness or pleasure rather than goodness.

Have students decide which values from their list have to do with conduct, with how the "good person" behaves?

3. Referring to the lists of acceptable and unacceptable behaviours developed in previous classes, have students decide what values are represented in these expectations.
4. Have students work in groups with the classroom code of ethics to prepare a list of the values that are represented in it.

Evaluation

Contribution to group process

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"The Snob". (story) Morley Callaghan.

In *Responding to Reading Level B*, page 82.

Addison-Wesley, 1981.

(Basic Learning Resource – Grade 9 Language Arts)

"At the Lunch Counter". (poem) Alden Nowlan.

In *Contexts. Anthology Three*, page 25.

Nelson Canada, 1984.

(Basic Learning Resource – Grade 9 Language Arts)

ACTIVITY 7

Learning Values

(1 period)

Generalization

Both personal and group values are learned through modelling, mediation, direct and indirect teaching and experience.

Specific Objectives

1. The student will be able to describe how values are learned.
2. The student will rank value the ways in which he or she learns.

Resources: None.

Procedures

1. Have students list the different ways in which they learn, and include an example of each type of learning. Compare and discuss as a class.
 - In what ways do you learn?
 - Do you learn different things in different ways?
 - Does all learning come from other people? For example, if you touched a stinging nettle and got an itchy rash because no one ever warned you about stinging nettles, you would still have learned something.
2. How does "being told" differ from explanation?
 - What does "being told" mean? How is that different from explanation?
 - What are some examples of behaviour learned by example?
 - Sometimes you teach unintentionally. Give an example of a time someone learned something from you by watching and copying?
 - How do you think you learn best?

Have student rank order their methods of learning.
3. Have students write a personal paragraph describing how they may have learned their ethical values, giving examples or describing incidents to illustrate their point of view.

Evaluation

Paragraphs

Contribution to discussion

Elective

Students do a survey of music lyrics for expressions about ethical issues, or implying ethical choices. They can select from music of different types – rock, punk, country, religious, etc. Have them consider the questions: If you learned your values from songs, what values might you learn? Do the songs you listed address all of the ethical questions in your life?

This activity could also be a simulated radio contest, with students working in teams: one point for guessing the correct song title and three points for identifying the ethical value or issue.

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"Thank you, M'am". (story). Langston Hughes.
In *Inquiry into Literature 3*, page 170.
Collier Macmillan Canada, 1981.
(Basic Learning Resource – Grade 9 Language Arts)

or

In *Contexts Anthology Two*, page 212.
Nelson Canada, 1982.
(Basic Learning Resource – Grade 8 Language Arts)

"Home for the Aged". (poem) Elizabeth Brewster.
In *Inquiry into Literature 2*, page 91.
Collier Macmillan Canada, Inc., 1980.
(Basic Learning Resource – Grade 8 Language Arts)

"Warning". (poem) Jenny Joseph.
In *Inquiry into Literature 2*, page 102.
Collier Macmillan Canada, Inc., 1980.
(Basic Learning Resource – Grade 8 Language Arts)

"Some People's Grandfathers". (story) Gwen Pharis Ringwood.
In *Inquiry into Literature 2*, page 118.
Collier Macmillan Canada, Inc., 1980.
(Basic Learning Resource – Grade 8 Language Arts)

ACTIVITY 8

Personal Characteristics

(2 periods)

Generalization: None.

Specific Objectives

1. The student will be able to demonstrate that values are essential to the well-being of the individual and the well-being of society.

Resources

TEACHER RESOURCE – "Desirable Personal Characteristics"

Procedures

1. Review with students the characteristics of a "good person" that they have on the wall chart (Activity 1). Indicate to them that there is a list of desirable personal characteristics that all Alberta schools are to encourage in students (Teacher Resource – "Desirable Personal Characteristics"). Read this list to them orally, stopping occasionally to see if there are similarities or differences with the list the students have on their chart. Emphasize that during this course the nine ethical/moral characteristics will provide a basis for the remaining components of the course.
2. Write the nine ethical/moral characteristics on the board. Discuss with students some possible definitions of these.
3. Wheel of values: Students construct a wheel of values using the nine ethical/moral values, and a pointer which students can spin to select a value that they will commit to for a week, using all opportunities to behave according to that value. The following week, students may wish to debrief their experience, or they may wish to keep their feelings about it private. Give them an opportunity to write some notes on the experience, and then prepare a one-sentence observation about why they feel the value is one that is of benefit to a person and to society.



4. Discuss with the students in what ways values such as these are essential to the well-being of the individual and the well-being of society. What would society be like without these values? Have each student choose an image or make a statement about what we might see or hear or experience in such a world.

Evaluation

Group participation in writing definitions of ethical values

Written paragraphs

Elective

Have students prepare short scenes that demonstrate the value chosen by their group and perform for the class.

Have students begin keeping a private journal in which they observe and comment on their own and others' values, recording incidents and thoughts which illustrate ethical issues and ethical decisions based on personal and group values.

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"The Man Who Finds That His Son Has Become a Thief". (poem) Raymond Souster.
In *Inquiry into Literature 1*, page 30.
Collier Macmillan Canada, Inc., 1980.
(Basic Learning Resource – Grade 7 Language Arts)

"The Shining Red Apple". (story) Morley Callaghan.
"Segregationist". (story) Isaac Asimov.
In *Inquiry into Literature 3*, pages 9 and 309.
Collier Macmillan Canada, Inc., 1980.
(Basic Learning Resource – Grade 7 Language Arts)

"The Final Face-Off". (story) Patricia Hancock.
In *Contexts. Anthology One*, page 135.
Nelson Canada, 1981.
(Basic Learning Resource – Grade 7 Language Arts)

DESIRABLE PERSONAL CHARACTERISTICS

The following statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the school's dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

<i>Respectful</i>	- has respect for the opinions and rights of others, and for property.
<i>Responsible</i>	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
<i>Fair/just</i>	- behaves in an open, consistent and equitable manner.
<i>Tolerant</i>	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
<i>Honest</i>	- is truthful, sincere, possessing integrity; free from fraud or deception.
<i>Kind</i>	- is generous, compassionate, understanding, considerate.
<i>Forgiving</i>	- is conciliatory, excusing; ceases to feel resentment toward someone.

Committed to democratic ideals

- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
- is dependable, faithful; devoted to friends, family and country.

Loyal

2. Intellectual Characteristics

Open-minded

- delays judgments until evidence is considered, and listens to other points of view.

Thinks critically

- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.

Intellectually curious

- is inquisitive, inventive, self-initiated; searches for knowledge.

Creative

- expresses self in an original but constructive manner; seeks new solutions to problems and issues.

Pursues excellence

- has internalized the need for doing his or her best in every field of endeavour.

Appreciative

- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

Co-operative

- works with others to achieve common aims.

Accepting

- is willing to accept others as equals.

Conserving

- behaves responsibly toward the environment and the resources therein.

Industrious

- applies himself diligently, without supervision.

Possesses a strong sense of self-worth

- is confident and self-reliant; believes in own ability and worth

Persevering

- pursues goals in spite of obstacles.

Prompt

- is punctual; completes assigned tasks on time.

Neat

- organizes work in an orderly manner; pays attention to personal appearance.

Attentive

- is alert and observant; listens carefully.

Unselfish

- is charitable, dedicated to humanitarian principles.

Mentally and physically fit

- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

Note: The above excerpt is from the Junior-Senior High School Handbook.

ACTIVITY 9

Perspectives: Cultural / Ethnic

(2 periods)

Generalization

Values may be derived from history or membership in a particular ethnic or cultural group.

Specific Objectives

1. The student will understand that there are differing cultural and religious views pertaining to values.
2. The student will demonstrate an understanding that the culture in which one matures is a significant force in the development of an individual's frame of reference.
3. The student will understand that communication difficulties arise between and among cultures because of different frames of reference.
4. The student will investigate the contribution of historical figures to standards of behaviour.

Resources

Representatives of cultural groups in the community.

Procedures

1. Have students list the cultural groups and ethnic groups that are part of their community. Compare lists and discuss.
 - What is membership in such a group based on?
 - How might values be affected by membership in such a group?
 - Members of a cultural or ethnic group also have a place in the society as a whole. What might this mean for cultural/ethnic values that are not the same as those of the majority culture?
2. Discuss with students what "respect" means to them.

Respect for elders is a value that is common in most cultural groups, but it has a much more central role and higher priority in some cultures than others.

Have students write a paragraph about respect for elders from the point of view of a member of another cultural group. They will need to do some research, reading about or speaking to members of the group they choose.

Information should include examples of behaviour that is expected, and whether this cultural expectation of behaviour is a source of conflict for them in daily life.

3. We learn values from the examples not only of parents, teachers, friends and other people we are personally acquainted with, but also from traditional and historical figures we read about and hear about. We are often directly exhorted to "be like" or "behave like" or "follow the example of" such figures as Jesus or the Buddha, or their apostles or followers in history. Every culture and religion has models for behaviour: venerated persons, heroes, people whose lives or achievements show us the way to correct conduct.

Have students list as many individuals as they can think of who have been held up as models for standards of right and wrong.

For each, list the values with which they are associated and describe their behaviour, or ethical choice, or accomplishment that illustrates these values. This task can be shared.

4. Have students choose one traditional or historical or religious figure to take as an ethical model and write a paragraph about them, or make point form notes. They can also make an illustration or poster to accompany the report, representing the individual visually and quoting from something they said, or that has been said about them, which has been an inspiration to people.

This material could be made into an interesting display that might be shared with other classes or the school.

Action

Students could interview members of the community who are old enough to have lived through many societal changes, and have them reflect on the expectations that were placed on them as young people and the changes they have seen.

Evaluation

Group participation

Research and presentation in point form or paragraphs

Elective

Invite a Native elder or other cultural/ethnic representative to class to talk about changing values in the community.

Find examples of stories, poems or plays that represent cultural/ethnic points of view. Choose a reading to present to the class.

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"Mother Teresa". (interview) Malcolm Muggeridge.

In *Contexts. Anthology One*, page 321.

Nelson Canada, 1981.

(Basic Learning Resource – Grade 7 Language Arts)

"I Am a Native of North America". (autobiography) Chief Dan George.

In *Contexts. Anthology Two*, page 286.

Nelson Canada, 1982.

(Basic Learning Resource – Grade 8 Language Arts)

"The Sense She Was Born With". (story) W.P. Kinsella.

In *Contexts. Anthology Three*, page 318.

Nelson Canada, 1984.

(Basic Learning Resource – Grade 9 Language Arts)

"Knowing Anna". (story) D.P. Barnhouse.

In *Inquiry into Literature 1*, page 70.

Collier Macmillan Canada Inc., 1980.

(Basic Learning Resource – Grade 7 Language Arts)

ACTIVITY 10

Perspectives: Societal / Community

(1 period)

Generalization

The societal/community perspective on values shows how members of a community can share common standards of right and wrong.

Specific Objectives

1. The student will be able to develop a positive concern for the feelings of others.
2. The student will be able to define value perspective.
3. The student will be able to examine the relationship among values, goals and behaviours.

Resources

STUDENT HANDOUT 6: Perspectives

Procedures

1. Pass out Student Handout 6. This activity can be done as writing, or speaking/listening, or as a series of pictures.
 2. Review with the students their lists of the group values represented by members of the community.
 - Do these pertain to all members of your community?
 - What about community members who may differ physically, mentally or socially?
 - Put yourself in the place of someone who is a member of your community but who is disadvantaged in some way.
 - How do you relate to the list of ethical values, both in your own goals and behaviours and in the way you are treated by other members of the community?
- Have students write a profile of that person.
3. Have students brainstorm the meanings of values, goals and behaviours and show how they are interrelated.
 - What is the relationship between your goals and your behaviour?
 - Between your values and your goals?
 - What are some examples of behaviour, expressed in terms of goals and values?
 - What is success or failure relative to the goals you set for yourself?

Evaluation

Perspective exercise

Group participation

Written profile

Elective

Students could visit an institution in the community (such as a day-care, nursing home) and talk to an administrator about the goals of the institution and the service or program that is offered there. They could also talk to a client/resident/user of the institution and compare the goals and values of each.

If the class has studied other communities in social studies class, discuss with them what values are represented in the goals and behaviours of these communities. Compare them with those of their own community, recording what differences and similarities they found.

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"The Stoker". (poem) David McFadden.
In *Inquiry into Literature 3*, page 194.
Collier Macmillan Canada, Inc., 1981.
(Basic Learning Resource – Grade 8 Language Arts)

STUDENT HANDOUT 6: PERSPECTIVES

In art, using perspective is being able to draw objects so they give the impression of relative distances and sizes, much as the actual objects do when viewed from a particular point – that is, how the world looks from where one is standing. If you change your perspective you get a different view or angle of the world.

1. How does the world look from the angle of the wheel chair? What do you see? Describe the scene, the people, the activity from your point of view. How do people behave toward you, each other, the environment?
2. How does the world look from a bench in front of a senior citizen's home?

ACTIVITY 11

Perspectives: Personal

(2 periods)

Generalization

An individual's personal values are taught and reinforced by the home, religion and other community agencies, including the school. Personal commitment to particular values is a developmental process and results from opportunities to observe, examine, discuss, reflect, and act on values within a variety of settings when appropriate.

Specific Objectives

1. The student will be able to demonstrate increased respect for individual rights and responsibilities.
2. The student will be able to identify a variety of influences on the development of personal values.
3. The student will be able to identify certain personal qualities that are desirable.

Resources: None.

Procedures

1. Review with students the ways in which we learn.
2. Read the following to students.

Imagine a scene on a dark stage. A young person sits on a stool in the centre, under a white light. A light comes up and the person's environment (prairie, city, small town, mountain, valley) appears behind. A second spotlight, in a colour, illuminates a grandparent on another stool, and the colour tints the young person's white light. A third spotlight illuminates a historical figure, a religious figure, or a representative of a cultural or ethnic group to which the young person belongs, and the colour of light changes again. A group of other young people, a peer group, appears to the side in very strong, brightly coloured light. The young person is now bathed in a suffusion of colours and overlapping circles of light. From this, he or she must integrate the influences in such a way as to produce a personal colour that is his or her own.

This is one image of the development of personal values. Have students choose a way to represent this idea so that it satisfies them as well as expresses to others how they feel. They can:

- (a) write a poem, with verses/voices to represent the influences on their values.
- (b) create a painting or a collage, a drawing or a photomontage.

- (c) write a short scene with voices, and choose classmates to help present it.
- (d) produce a radio play (sound effects and appropriate music can add richness and complexity), or an animated film or video, if they have access to facilities.
- (e) choreograph a dance or write and produce a mime. The performers need to be able to represent age and cultural/ethnic background, and the environment should be represented in some way.

Action

Have students plan a multi-arts presentation for the school as part of an assembly, or on a special occasion such as a parents' night so that families could also experience their work.

Evaluation

Development of ideas and creativity on major project. Ability to work with and direct others if project includes performers

Elective

Students write a paragraph entitled "Values I want to act on".

Have students discuss, in groups, what personal qualities they think are desirable. They could imagine a person, an ideal friend, member of the community. What personal qualities would he or she have? They can be listed on a sheet and these lists made part of a display on desirable personal qualities.

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"Mother to Son". (poem) Langston Hughes.
In *Inquiry into Literature 1*, page 129.
Collier Macmillan Canada, 1980.
(Basic Learning Resource – Grade 7 Language Arts)

"All the Years of Her Life". (story) Morley Callaghan.
In *Inquiry into Literature 3*, page 153.
Collier Macmillan Canada, 1981.
(Basic Learning Resource – Grade 9 Language Arts)

ACTIVITY 12

Decision Making

(1 period)

Generalization

There are no simple answers to value conflicts, but it is possible to learn to analyze a situation in terms of its value components in order to make ethical decisions.

Specific Objectives

1. The students will be able to analyze conflicts in terms of moral and ethical values and make decisions on the basis of what they perceive to be right.
2. The students will be able to develop more complex and systematic reasoning about decisions involving ethical values.
3. The students will be able to recognize problems or values conflicts.

Resources

STUDENT HANDOUT 7: Problems

Procedures

1. Review decision-making models, with which students may already be familiar (see page 13). Discuss the following questions.
 - How do we make decisions?
 - What do we need to know first?
 - What are the characteristics of a "problem"?
 - Is an ethical decision always a "problem" or are there situations that require more neutral resolutions?
 - When you gather information about an issue before making a decision, how do you assess the quality of that information?
 - Consequences can be both positive and negative. They usually affect everyone involved, and have significance both in the short term and the long term. How do you ensure that you have considered all of the possibilities?
 - Why is it necessary to take care to consider all of the factors and the consequences before making a decision, rather than to guess and take your chances about the result?
 - After you have made a decision and proceeded on a course of action, you receive new information that changes the situation. What now?
2. Distribute Student Handout 7 – "Problems".

3. Discuss each scenario with students. They should know that a choice is possible and necessary but both alternatives have disadvantages.

The influences that have helped form values continue to act on your decisions about behaviour. They may sometimes be in conflict, and people have to choose what they think is the right thing to do in a situation.

Have students develop a scenario of a dilemma situation in which they need to make a value decision but must deal with conflicting expectations as well as their own feelings.

The student should analyze the conflict in terms of its components. They can only make a decision if they know all the facts.

Have students each draw and write an illustrated story, comic book style, showing a dilemma situation. Students may wish to work in pairs to share the tasks of drawing and finishing the work. Have students indicate what values need to be considered; fairness, respect, responsibility, and so on.

When they have finished, they can distribute the illustrated story to their classmates and discuss it. Collect the stories into a book and produce a limited edition resource which could be used at a later time or for another class studying ethics.

Evaluation

Group participation, presentation of ideas, flexibility in seeing others' points of view, clarity

Illustrated story

Worksheet

Booklet

Elective

Bulletin board display on "Decision Making in Ethical Situations".

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"A Major Resolution". (story) Barbara Greenwood.
In *Contexts. Anthology One*, page 233.
Nelson Canada, 1981.
(Basic Learning Resource – Grade 7 Language Arts)

"The Bully Asleep". (poem) John Walsh.
In *Inquiry into Literature 1*, page 16.
Collier Macmillan Canada Inc., 1980.
(Basic Learning Resource – Grade 7 Language Arts)

"The Olympic Agonies of Angela Taylor" (adapted from an article by Earl McRae).
In *Contexts. Anthology Three*, page 243.
Nelson Canada, 1984.
(Basic Learning Resource – Grade 9 Language Arts)

STUDENT HANDOUT 7: PROBLEMS

If you found yourself in one of the following situations, would you have a problem?

- Someone starts to gossip to you about someone you have always respected.
- You are staying at a friend's home and you have a chance to watch a video your parents have said they did not want you to see.
- You are a clerk in a store and your cash total is out at the end of the day. You are over your cash intake for the day; there is no one around to know if you simply take the extra money.
- There is a new person in class, a member of another racial group. No one wants to share a table in the science lab with the new student.

1. Identify the problem in each case.
2. What factors are involved?
3. What consequences would there be to:
 - doing nothing?
 - taking some sort of action (specify)?
4. How do the values of respect, responsibility, etc., influence the decisions made in each of these situations?

ACTIVITY 13

Decision Making

(1 period)

Generalization

It is possible to deal with value conflicts in ways other than complete acceptance or complete rejection.

Specific Objectives

Students will be able to:

1. Differentiate between attitudes ranging from acceptance to rejection.
2. Identify and evaluate some of the different ways in which people deal with problems.

Resources: None.

Procedures

1. Present the following scenario to the students:

Your friend wants to do something and you do not. You disapprove and think your friend is wrong to want to follow such a course of action. It goes against something in your value system and you believe that it is an inappropriate way for your friend to behave. (Think of a real situation.)

- Is the behaviour wrong?
- How can you express your disapproval without rejecting your friend?
- How did you decide that the behaviour was not appropriate (e.g., someone might be hurt)?

There is a continuum of response between acceptance and rejection of the behaviour. Have the students list their possible responses, depending on the strength of their disapproval of the behaviour. It is important that students realize that it is not necessary to reject the person.

TOTAL ACCEPTANCE	ACCEPTANCE	NEUTRAL	DISAPPROVAL	TOTAL REJECTION
1	2	3	4	5

- Do you need to justify your friend's choice of activity?
 - Do you need to understand it? Why?
 - How would you use a decision-making model to decide how to respond?
 - What would be the consequences of each of your choices?
2. Have students work in pairs. Student one should develop a possible conflict situation and present it to student two. Student two develops a suggested response, having analyzed the conflict in terms of the decision-making model.

The pair should discuss the situation and the choice, until they reach agreement about both the process and the decision.

Evaluation

Understanding of possible range of responses and consequences in continuum exercise. Use of decision-making skills

Cooperativeness and skill in applying decision-making model

Elective

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"The Trial of Illia". (open-ended play) Eugene Conrotto.
In *Responding to Reading Level B*, page 282.
Addison-Wesley Publishers, 1981.
(Basic Learning Resource – Grade 8 Language Arts)

"All Summer in a Day". (story) Ray Bradbury.
In *Contexts. Anthology Two*, page 181.
Nelson Canada, 1982.
(Basic Learning Resource – Grade 8 Language Arts)

ACTIVITY 14

Making a Difference

(2 periods)

Generalization

It is possible for an individual to make a difference in the lives of others.

Specific Objectives

1. The student will be able to demonstrate willingness to plan a project or activity that would contribute to the well-being of others.
2. The student will be able to demonstrate willingness to be involved in the action to make the project or activity a reality.

Resources:

STUDENT HANDOUT 8: Contract

Procedure

1. Students should begin to consider planning and initiating one or more projects which will make a difference to the ethical climate of the school or community: ways in which they can commit to a value and act on it; model ethical behaviour to other students; respond to the needs of others; show sustained and sincere effort in their chosen project (e.g., tutoring students from a younger class); organizing and carrying out a clean-up or beautification initiative in the school or community, and so on.

Ten hours of this course has been suggested for students to devote to making a difference. For some students, this may involve numerous small projects. See chart on page 7 for further information.

2. Arrange the students into groups of three to five. Ask each group to discuss ways that individuals, groups of students or the entire class could "make a difference" in the lives of others. Once they have gathered a number of possible suggestions, ask the students to take each suggestion and brainstorm what would be needed for each project to become a reality.

Remind students that the project should be possible within the constraints of the timetable and school setting.

3. Have each group decide on one or two projects that would be desirable and feasible.
4. Have each group report to the total class. Record the suggestions on the board.

5. As a class, students could examine all the suggestions and arrive at one or more that are of interest. It may be appropriate for the students to concentrate on one project now and, on its completion, discuss future possibilities.
6. Distribute Student Handout 8. Have students complete this form.
7. Allow students sufficient time to complete projects within the duration of the course.

Evaluation

Contributions to groups

Contract

Willingness to plan and carry out project

STUDENT HANDOUT 8: CONTRACT

Name: _____

Project: _____

Purpose: _____

How I plan to carry out the project:

What I will need to do:

I think this will contribute to my (peer group, classroom, school or community) by:

I plan to carry out this project with the following students:

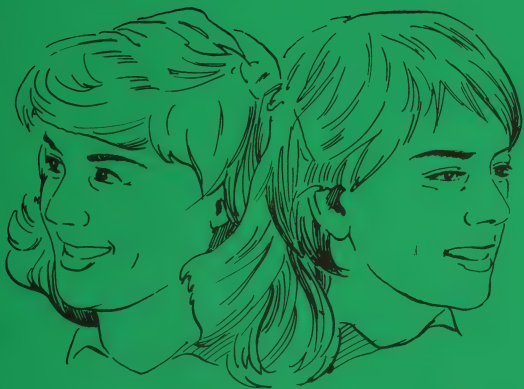
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Signature: _____

Date: _____

GRADE 8 ETHICS

Part 2: The Community Winning and Losing



PART 2: THE COMMUNITY – WINNING AND LOSING

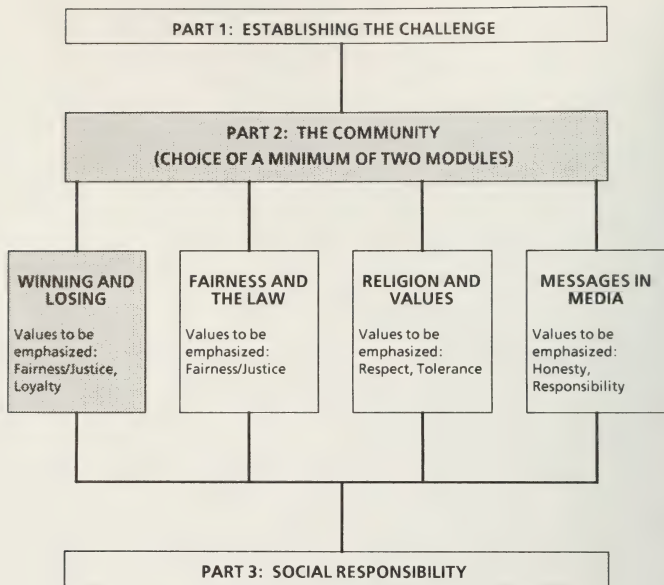
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This component of the Teacher Resource Manual will provide suggested activities for teaching the module "Winning and Losing".

PART 2: THE COMMUNITY – WINNING AND LOSING

INTRODUCTION

STUDENT LEARNING EXPECTATIONS

The student will be able to:

1. Differentiate between situations of "winning" and "losing".
2. Identify how the values of fairness and loyalty impact on winning and losing.
3. Identify examples of cooperation, participation and competition.
4. Demonstrate awareness that cooperation is an essential characteristic of a community.
5. Demonstrate understanding of the different perceptions of winning in the community.
6. Develop respect for the feelings of self and others in winning or losing situations.
7. Accept members of the community who may differ physically, mentally or socially.
8. Demonstrate an awareness of the impact of the values of fairness/justice and loyalty on institutions such as school sports and social service organizations.
9. Demonstrate the skills necessary to contribute to the success of others.

VALUES TO BE EMPHASIZED

In this module, the values to be emphasized are fairness/justice and loyalty. However, because winning and losing situations occur in all facets of daily existence, other values must be considered. Thus, the values of responsibility, respect, tolerance, kindness and commitment to democratic ideals are also focused upon.

This unit looks at winning and losing in a philosophical light. It is hoped that the student will see that all of life can be viewed as a series of wins and losses and that the ultimate goal for most individuals is to feel that there have been more wins than losses. However, students will also find that not everyone has the same conception of what constitutes winning or losing.

The purpose of this module is to help students to understand that a real winner sets personal standards and attempts to achieve goals in accordance with these standards, while also complying with the standards of the community.

The philosophy of "winning at any cost" is shown to be less desirable than the demonstration of integrity in competition and in the pursuit of goals.

It is hoped that the student will come to realize that everyone has a right to win in some way and that we are all responsible for helping others to win. In this way, the community as well as its individual members will benefit.

PERSPECTIVES

This module emphasizes winning and losing from the student's point of view by asking the student to formulate his or her own definition of a winner. The module also introduces cultural, historical and community perspectives by having the student examine a variety of materials that reflect these perspectives.

RATIONALE

The purpose of this module is to demonstrate that what constitutes winning or losing is not just the moment of victory or defeat but what has led up to that moment. Thus it is hoped that the emphasis will shift from valuing the end result of an endeavour, no matter by what means it is achieved, to appreciating the qualities (particularly fairness and loyalty) that are displayed by the true winner.

BEFORE TEACHING THIS MODULE

1. You may consider having your students work in groups as much as possible for purposes of discussion and project work, as this module focuses on the advantages of cooperation and encourages the positive aspects of competition (i.e., competition of ideas and action to achieve a shared goal, rather than competition in a win-lose situation).

Suggested group size: three to five persons.

2. Plan how best to arrange your classroom for the group work and discussion required in this module.
3. The simulation exercise in Activity 13 will require advance planning.
4. Begin to gather examples of quotations, poems, songs and stories that have to do with winning and losing. You may wish to have your students collect some as well.

STUDENT EVALUATION

1. Discussions
2. Research projects
3. Reading and comprehension testing
4. Originality, design and level of completion of creative projects
5. Organization and presentation of oral projects
6. Written work
7. Group work (the teacher might wish to evaluate students based on their cooperation in and contributions to group work and discussion. The teacher should also evaluate the group as a whole. All students might assess themselves and each other as members of the group. Finally, students might evaluate their own and other groups).

RESOURCES

1. Human resources: representatives of various ethnic or cultural groups; historical experts; representatives of charitable or volunteer organizations; community members who might share their views on winning and losing; celebrities, and so on.
2. Literature (essays, novels, stories, poetry, biographies) that deal with the subjects of winning and losing. Within the activities, a number of stories and poems have been referenced from language arts basic resources and the Western Canadian Literature for Youth Series.
3. Books of quotations that express various philosophies or statements about winning and losing, such as: *Canadian Quotations and Phrases*, *Bartlett's Familiar Quotations* or *Colombos' Canadian Quotations*.

ELECTIVE ACTIVITIES

A variety of elective activities have been suggested in this module, most of which should provide successful learning experiences for students because they can be adapted to most levels of student ability. Students are encouraged to keep a journal in which to record their feelings and make personal statements about winning and losing. Through the use of creative writing and composition, students are asked to formulate their ideas; and through the role playing and simulation exercises students will explore the emotions that accompany winning and losing experiences. Provision is also made in the elective portion of this module for students to develop their creative and artistic skills in drawing cartoons, making posters and collages. Finally, students are encouraged to learn the attitudes and opinions of members of the community through interviews and other research techniques.

KEY STUDENT QUESTIONS

1. How do I describe a winner?
2. What does winning mean to me?
3. Can I be a winner and an ethical person?
4. How do I and others cope with, and learn from losing?
5. What does being a winner in the community mean?

TIME LINE

Activities:

Note: Those activities indicated by an asterisk (*) may be used as optional lessons if the teacher wishes. The following suggested activities are based on 40-minute periods.

- Activity 1 – A Winner is Someone Who . . . (2 periods)
- introduction
 - definitions and synonyms of winning and losing

- Activity 2 – You Win Some, You Lose Some (2 periods)
- examples of winning and losing in daily life

- Activity 3 – Goals and Ambitions (2 periods)
- focus on goals, ambitions and rewards

- Activity 4 – Decisions, Decisions (2 periods)
- moral dilemmas and winning and losing

- * Activity 5 – Heroes and Heroines (2 to 3 periods)
- the hero/heroine as winner
 - honour and winning

- Activity 6 – Winning Well (2 periods)
- responsibilities of a winner
 - coping skills needed by a winner

- Activity 7 – Dealing with Losing (2 periods)
- losing situations and responses to losing
 - positive use of loss or failure

- * Activity 8 – Concepts of Winning (2 periods)
- winning as seen by different cultural and ethnic groups
 - the work ethic

- Activity 9 – Competing Means . . . (2 periods)
- definition of competition
 - areas of competition

Activity 10 – Self-Assessment (2 to 3 periods)

- unfair competition
- self-assessment for competition
- self-competition

* Activity 11 – The Road to Victory (2 periods)

- good competition provides positive experiences
- historical, cultural and ethnic influences in the area of competition

Activity 12 – Cooperation (2 to 3 periods)

- simulation game requiring cooperation to win
- cooperation defined
- kinds of cooperation
- reasons for cooperation

* Activity 13 – Responsibilities of a Good Citizen (1 period)

- cooperation and citizenship
- democracy, freedom and cooperation

Activity 14 – Being a Winner (2 to 3 periods)

- winning as a contributing member of the community

Activity 15 – What Makes Life Worthwhile (1 period)

- philosophies expressed in the statement "A winner is. . ."

ACTIVITY 1

A Winner is Someone Who . . .

(2 periods)

Generalizations

1. There are many areas in which a person can be a winner or a loser.
2. There are many ways of describing a winner or a loser.

Specific Objectives

1. The student will understand that winning and losing are factors present in all of our lives.
2. The student will understand the importance of developing a positive attitude toward winning and losing.
3. The student will begin to develop working definitions of winning and losing.

Resources

STUDENT HANDOUT 1: A Winner is Someone Who . . .

Procedures

1. Introduce the name of this module and ask students to think of situations where one could win or lose. Students will probably come up with the idea of games or sports.
2. In a large group discussion, explore with the students some qualities that most games or sports have. For example – rules, penalties, and so on. If time permits, students could be divided into small groups and think of some ideas for a simple game. They could then teach another group how to play their game.
3. Place on the board the following quotation.

"Life is a game at which we all must play."

Ask students to think of ways that life is like a game. Some discussion questions might be:

- Are there winners in life?
 - How do we determine if someone is a winner?
 - What are the rules of life's game?
 - In what ways do you think that life is not like a game?
 - Do we all have to play the game of life?
4. Ask the students to write in their notebooks their ideas about what the quotation means.

5. Have students use dictionaries and a thesaurus to look up the definitions and synonyms for the words win and lose. You may wish the students to do this activity in small groups. You may wish to collect definitions and synonyms and give them to your students.

Discuss the varied definitions and synonyms for the words win and lose, asking such questions as:

- Which definitions or synonyms imply winning or losing against an enemy or an opponent?
 - Which imply effort or lack of effort on the part of the individual?
 - Which imply winning or losing things?
 - Which have no relationship to what an individual does or does not do (luck, accident, death, etc.)?
 - Which imply winning or losing love or respect?
 - Which imply winning or losing against odds?
6. Assign a synonym from each category (win and lose) to each student. Ask the students to write a sentence that effectively illustrates the meaning of the words. Point out that the meanings of words often depend on their connotations (the feelings or emotions aroused by a word) and that a word's connotation may vary depending on our understanding of a particular situation and on our past experiences.

Have students read their sentences aloud to the class.

7. Break students into groups. Ask students to suggest several additional synonyms for win and lose (slang words would be acceptable).
8. Ask each group to choose a synonym for win or lose and illustrate this in a cartoon, or write a poem which suggests the connotation or emotions aroused by the word.

Action

1. Distribute Student Handout 1: A Winner is Someone Who . . . Ask the students to complete the statement. They may add to the handout at any time. Stress that the items should be very specific, illustrating concrete situations and may or may not apply only to the individual completing the chart.

e.g., "A winner is someone who stops to pat his pet."

"A winner is someone who says thank you and please."

"A winner is someone who makes the most points in a game."

Tell students to look at themselves and those around them for examples. The students' statements may be added to a wall chart. The class will return to this at the end of the module.

Evaluation

Class discussion

Ability to interpret quotations

Sentence writing

Group work

Electives

1. Produce with the students a collage entitled "Winning is . . ." or "A winner is someone who . . ." Ask students to find pictures, cartoons, clippings, etc., to accompany the wall chart "A winner is someone who . . ." These could be used to decorate the classroom chart.
2. Display the collage in a prominent place in the classroom or school.
3. Prepare a presentation to go along with the collage, using audio-visual aids. This could be in the form of a short scene, poetry, music, etc. Present to other classes or to the school during general assembly, or invite parents and others to a special presentation.
4. As a title page for this module, ask students to make a collage of words, using synonyms for the words win and lose. Encourage creative ways of showing the contrast between the two words (e.g., use of black and white).
5. Discuss the following quotations.

Quotation 1

"Winners and losers, which one am I?

Is it the same under the sky?"

(written by I. Pop and J. Jones

sung by Iggy Pop from the album "Blah Blah Blah")

– Reprinted with permission from Bug Music
6777 Hollywood Boulevard, 9th Floor
Hollywood, California

- Why does the speaker ask if he is a winner or a loser?
- Is it necessary to be either a winner or a loser?
- What does "Is it the same under the sky?" mean?
- Does everyone feel the same as I?
- Is winning and losing different in other countries, cultures, etc.?

Quotation 2

"Each human being is born as something new, something that has never existed before. He is born with what he needs to win at life. Each person in his own way can see, hear, touch, taste and think for himself. Each has his own unique potentials . . . capabilities and limitations. Each can be a significant thinking, aware and creatively productive person in his own right."

(James, Muriel and Jongeward, Dorothy. Born to Win, Addison Wesley Publishing Company: Reading 1971)

– Reprinted with permission from
Addison Wesley Publishing Company
Reading, Massachusetts

- What is meant by potentials, capabilities, limitations? How would they affect whether or not a person is a winner or loser?
- Do you agree with this quotation?

STUDENT HANDOUT 1: A WINNER IS SOMEONE WHO . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ACTIVITY 2

You Win Some, You Lose Some

(2 periods)

Generalizations

1. Examples of situations that involve winning and losing can be found in all facets of our daily lives.
2. We make judgments about the winning or losing situations of others as well as of our own.

Specific Objectives

1. The student will be able to pick out winning and losing situations involving the individual, the family, the school and the community.
2. The student will be able to comment on these situations from an ethical point of view.
3. The student will be able to see that winning and losing situations are not always easy to determine.

Resources

STUDENT HANDOUT 2: You Win Some, You Lose Some

Procedures

1. Hand out reading to students. Read orally. In groups, discuss and answer questions. Pool answers with those of other groups and allow some further discussion. (Some or all of the discussion questions may be used.)
2. Point out:
 - winning and losing, success and failure are situations that must be dealt with daily
 - these situations occur at every level of an individual's existence
 - these situations may involve few or many individuals
 - different persons display different attitudes toward these situations
 - ethical values must be considered when dealing with winning and losing
 - fairness, justice, loyalty, as well as values such as responsibility and respect, must be considered
 - winning as an individual within the community must be considered as well as how the community as a whole can win.
3. Have students write a journal entry focusing on one event. They could do this in prose or in poetry.

Action

1. Begin a bulletin board display highlighting winners. Use examples from newspaper and magazine articles. These may be grouped in categories such as sports, politics, local community and so on.
2. Introduce a "Student of the Week" project which would involve having students nominate a fellow student who has made a special achievement or who is considered to be a good citizen. If possible, have a photograph taken and mounted on a special display. Groups of students such as in band, drama, the students' union might also be included.

Evaluation

Contribution to group or classroom discussion

Comprehension and reading skills

Elective

Ask students to keep a journal in which to record their own achievements. The object is to keep a record of even the smallest successes, so that the students can see progress. Losses as well as wins could be recorded to show that both are a part of everyone's existence. Allow 5–10 minutes of class time once a week. Emphasize that these should be successes or failures as seen through their own eyes and not necessarily through the eyes of others. They may also record their view of the wins and losses of others.

STUDENT HANDOUT 2: YOU WIN SOME, YOU LOSE SOME

Dear Journal,

Last week we got our report cards. I did really well in Phys. Ed. and Math and pretty good in Science, but Social and L.A. were BAD. Miss Willis said "more effort was required" and that "it would help if I'd stop trying to be the funniest guy in class."

Actually I don't mind L.A. that much, especially when we do biographies of famous people. Did you know that O.J. Simpson, the famous NFL running back, once had rickets because he was undernourished, and that it took Edison 5000 tries to finally get a filament to work, when he was inventing the light bulb?

We had students' union elections last week and I ran for president. I didn't win though, and I tried really hard – but Eliot made all kinds of crazy promises like dances every Friday and spent a whole bunch of his rich parents' money buying stuff for the other kids so that they'd vote for him. Is that fair? Oh, well, maybe I can be a hero and make the "A" team in basketball. Then all the girls will love me.

One good thing, though. My hockey team won last weekend's tournament. The forward line worked really well together, passing and stuff. We had a lot of fun. Coach Anderson made sure we all got a chance to play too. It was kind of a drag that there were some real poor sports on one of the teams we beat. First of all, their coach kept saying, "We gotta win, we gotta win" and some of the parents were yelling at the kids to hit harder and at the referees for making bad calls. Their team had lots of penalties too. I guess I understand why the kids wouldn't shake hands at the end of the game and why some were almost crying.

I managed to get myself out of bed every morning this week after my Mom's first call. She was quite pleased because having to yell from the bottom of the stairs ten times every morning was making her mad. Also, I remembered to feed Crosby his supper and to take him for a decent walk. Crosby was grateful. He probably heard Dad tell me, "If you don't look after that dog, he's going back to the SPCA." Crosby's a loyal dog and I wouldn't want to lose him.

Of course, maybe my Dad was so grouchy because he's quit smoking. Actually I'm really proud of him. He's taken up jogging, too, and we go around the block together once in a while. I try not to run too fast. He huffs and puffs quite a bit and it's not fair to compete with someone you know you can beat without even trying. I'm just supposed to be giving him moral support.

Mom's been pretty busy lately. She's helping to set up a work program for the mentally and physically handicapped. She says it's important that every person has a chance to succeed in this world.

Our community has finally raised enough money to build the new Rec. Centre. It's going to be built on land that Mr. Burgess donated. Everybody has been out selling raffle tickets and helping organize the local talent night. It was neat finding out that my Dad could juggle bananas and my Mom could actually sing. Most of the local businesses contributed and we got grants from the provincial government to match what we had collected. My Dad says people from the community are going to help with some of the work, so I guess it really will be "our centre". It'll be nice to have it right here instead of having to go to other places to do things.

Our school is looking for a special project to show that we care about other people and want peace and goodwill and good health and all the other things that we think about at Christmas but

shouldn't forget during the rest of the year. We haven't decided anything yet, but personally I've been giving it a lot of thought. It would be nice to know that someday everyone the world over could have a good life; but there seem to be so many problems, what can a few kids do? I guess we just have to do what we can do. Maybe helping one person or solving a tiny problem in our little world means that the big world wins, too.

I've been reading over what I just wrote and realized that life seems to consist of lots of wins and losses. I guess that old saying "You win some, you lose some," really is true and that it applies to everyone.

David

P.S. I won't get carried away and write so much next time.

Questions

1. Give two positive achievements of the writer that occur in his home. Why are they important?
2. What involvements do family members have that benefit others? How? Is the family member also benefiting?
3. What does the father do that might be considered winning? Why? How does the writer help?
4. What attitudes toward winning and losing are displayed at the hockey game?
5. What is the boy's attitude toward achievement in school? Is there a conflict here?
6. How does he react to losing the students' union election?
7. Give an example of people working together to achieve something.
8. Give an example of competition between individuals or groups.
9. The writer says that "life seems to consist of lots of wins and losses". What does he mean?

ACTIVITY 3

Goals and Ambitions

(2 periods)

Generalizations

1. Individuals are motivated by their ambitions or the goals they wish to attain or win.
2. Some goals are more important than others because of the value placed on the eventual reward.
3. Goals and rewards range from the concrete and tangible to the abstract and intangible.
4. Effort is usually required to attain one's goals.
5. Sometimes, conflict arises among the desires to achieve various goals.

Specific Objectives

1. The student will understand the meanings of such words as goal, ambition, motivation, reward, effort.
2. The student will understand the difference between tangible and intangible goals and be able to categorize goals generally desired by the average person into tangible and intangible.
3. The student will understand the importance of having a dream, while maintaining realistic expectations.
4. The student will be able to list some of the goals he or she, as an individual, would wish to attain, to rate the importance of goals, and to explain how various goals might be attained.

Resources

STUDENT HANDOUT 3: Management Position

STUDENT HANDOUT 4: What Most People Want

STUDENT HANDOUT 5: Tangible Goals

STUDENT HANDOUT 6: Intangible Goals

STUDENT HANDOUT 7: What I Want: My Goals

Procedures

1. Hand out reading Student Handout 3: Management Position, assign parts (student, adult friend or counsellor), and read aloud. Discuss, asking such questions as:
 - What do words like goal, ambition, motivation, reward, and effort mean?
 - What does being realistic mean?

2. Teachers may wish to introduce poems or songs on the topic of dreams. Ask such questions as:

- Why do we have dreams?
- Do we need dreams?
- Are we always realistic about our dreams?
- Is it good or bad to have dreams?

3. Discuss the meanings of the words "tangible" and "intangible":

- tangible: can be seen, touched or otherwise observed by the senses, or can be shown or proven to exist.
- intangible: cannot be touched and therefore cannot be verified, but is real nonetheless.

(E.g., a good job is tangible because of the evidence of a pay cheque, while admiration is something that exists but we have no physical evidence to prove its existence.)

4. Distribute Student Handout 4: What Most People Want; Student Handout 5: Tangible Goals, and Student Handout 6: Intangible Goals. Ask students, working in groups of three, to follow instructions given in Student Handout 5 to complete the charts. With regard to question number four on Student Handout 4, explain that the individual need not necessarily agree with the group rating. It should be arrived at by majority vote. Group results should be compiled on a master chart.

5. Distribute Student Handout 7: What I Want: My Goals and ask students to fill this out individually, being specific as to their own goals. This need not be an exhaustive list. The naming of just one goal is all that is required if the student is not prepared to do more. This chart should be kept by the student, to be referred to periodically, added to, or altered if need be.

Questions for the student to consider might be:

- What do I want to have?
- What do I want to do?
- What do I want to be?
- How do I want others to feel about me?

Action

1. Interview fellow students, parents and other adults to learn what their goals would be in relation to the list "What Most People Want" and how they would rate them. Extra copies of the handout could be made for this purpose. Students could report their findings to class.

Evaluation

Comprehension of terms

Reading skills

Discussion skills

Group work skills

Individual effort in filling out charts

Electives

1. Look for quotations made by well-known or successful people which give advice about winning, success, achievement. Include a short biography.
2. Have the students write a paragraph, story or develop a short scene entitled "My Dream Comes True", in which the student describes what he or she is doing and how his life has changed since his ultimate goal has been fulfilled, OR "My Dream" in which he describes his ultimate goal and what it means to him.

STUDENT HANDOUT 3: MANAGEMENT POSITION

Adult (friend or counsellor)	So what do you want to do when you finish school?
Student	Well, I'd like to get some training and then get a job with a good company and end up in a manager's position.
Adult	Why?
Student	Well, because I like to supervise things, to have control—and like that.
Adult	Ah! But did you know that you're already in the position of a manager?
Student	No, way! What do you mean?
Adult	Well <u>you</u> are the person responsible for managing your own life. You're the one who makes the decisions that will shape your future.
Student	Yeah, but my parents always tell me what to do.
Adult	Sure, they suggest and sometimes they make rules that limit your activities—and that's really no different from the real world where you have to obey laws and other rules and try to get ahead and get along within certain limitations.
Student	So how do I manage my own life and future?
Adult	By deciding what your goals are, how ambitious you will be in achieving them, what motivations you have for wanting certain things in life. Only <u>you</u> can determine what rewards you want out of life and how hard you'll work to get what you want and feel you need. Also, only <u>you</u> can decide how realistic your goals might be because you know yourself best.
Student	Sounds awesome! All those decisions . . .
Adult	Yes. They're all yours to make. Quite a challenge I'd say. And in the end you must also take responsibility for how things turn out.
Student	But what about good or even bad luck? I can't help that!
Adult	Yes, there are definitely things over which you have no control and they can make a difference. But that's another subject . . .

STUDENT HANDOUT 4: WHAT MOST PEOPLE WANT

- _____ fame
- _____ money
- _____ admiration
- _____ friendship
- _____ ability in sports, the arts, music, etc.
- _____ good looks
- _____ good food
- _____ nice clothing, jewellery, etc.
- _____ a happy home
- _____ acceptance by others
- _____ a good education
- _____ power or position
- _____ a nice house
- _____ a good job
- _____ self-confidence
- _____ happiness and contentment
- _____ intelligence
- _____ self-respect
- _____ good luck
- _____ a nice car
- _____ luxury items (boat, motorhome, skidoo, VCR, etc.)
- _____ skills for work
- _____ love of family
- _____ talent
- _____ respect of family, friends, associates
- _____ good health
- _____ other _____

1. Pick out and list those items over which you think the individual has no control.
2. On the two sheets provided, divide the rest of the items between tangible and intangible goals.
3. Explain how you feel each goal might be achieved.
4. Rate all the goals listed in order of importance, number one being the most important. Do this individually, then discuss and draw up another rating for your group.
5. The achievement of some goals may depend upon first achieving others. Give some examples of this.
6. Give two examples to show how wanting to achieve one goal might cause conflict with wanting to achieve another goal.

STUDENT HANDOUT 5: TANGIBLE GOALS

Goal	This Goal is Achieved by . . .

STUDENT HANDOUT 6: INTANGIBLE GOALS

Goal	This Goal is Achieved by . . .

ACTIVITY 4

Decisions, Decisions

(2 periods)

Generalizations

1. Wanting to be a "winner" and still behave in an ethical manner can create conflict.
2. Although these moral dilemmas may have more than one solution, because each person makes decisions based on his own situation and his own personal code of ethics, some solutions are more acceptable than others.
3. Acceptable solutions require consideration of ethical values such as honesty, loyalty, fairness, kindness, respect, responsibility and tolerance.

Specific Objectives

1. The student will be able to pick out moral dilemmas and to relate them to the theme of winning and losing.
2. The student will be able to see that there could be more than one solution to a particular conflict.
3. The student will be able to choose a solution that is ethically acceptable.
4. The student will be able to state what values are involved in a particular conflict.

Resources

Teacher Reference Materials

Suggested Readings

Procedures

1. Choose a reading from the list of suggestions at the end of this lesson, or choose any other suitable reading. Read, perhaps using "Readers' Theatre". (Students take parts of characters.) Discuss, asking questions like:
 - What is the dilemma in the story?
 - How is it resolved?
 - Who are the winners? The losers? Why?
 - Could the dilemma have been resolved differently? How?
2. Divide the class into groups of three or five. Assign one or more conflict situations from the teacher resource "Decisions, Decisions" to each group. Ask the students to:
 - decide what the conflict is
 - decide what ethical values are involved (list on blackboard the following: loyalty, fairness, kindness, tolerance, respect, responsibility, honesty)
 - propose a solution. Who must be considered in proposing a solution to this dilemma?
 - give reasons for choosing this solution
 - present the solution orally to the class.

After presentation of group solutions, allow class discussion and questioning of each solution. Discussion should focus on "community values". Would the solution presented be generally acceptable to others? Also, students should decide if a solution is ethically "right" regardless of what is actually practised. In other words does saying "everybody does it" make it right? A vote to gain classroom consensus could then be taken.

Action

1. Look for real dilemmas in your school, home, community. Describe, and propose solutions.
2. Write a letter to an editor stating your views regarding a particular moral question or dilemma.

Evaluation

Oral reading

Class discussion

Group discussion

Group presentation

Elective

Assign a cartoon illustrating a solution to any of the dilemmas listed or to a conflict of the student's own choice.

Readings (for discussion or optional activities):

This reading has been selected from a language arts basic resource.

"Playing for Keeps". (play) page 108.

"Manhood". (story) John Wain, page 195.

In Responding to Reading Level C.

Addison Wesley Publishers, 1983.

(Basic Learning Resource—Grade 9 Language Arts)

DECISIONS, DECISIONS!

Described below are some situations which might occur. They involve conflict. How would you resolve the conflict in order to end up a "winner"?

1. In the washroom, you overhear two students "bad mouthing" your best friend. Do you defend your friend? Do you walk away?
2. You are writing an important test. You are able to see the answers of the brainy person in front of you. Do you copy?
3. A friend of yours cheats during a chess tournament and wins. Do you say anything?
4. You borrow your sister's gold chain without asking and lose it. She notices it is missing and asks if you've seen it. Do you tell her what happened?
5. You are competing in rope climbing at school. You fail to touch at the top but finish first. The judge does not notice. Do you tell him?
6. You and a friend have been practising high jump for several weeks. In the competition, you win first and he places near the bottom. Do you tell him that you were "just lucky"?
7. You see someone spray painting graffiti on the outside wall of the school gym. Do you tell the principal?
8. Another student is telling jokes about people of other ethnic groups. You think the jokes are mean. Do you laugh?
9. You work at a car wash. You are given a \$5.00 tip to split with two other attendants. They do not know about it. Do you split?
10. You are shopping with your sister. She steals a 99¢ pin from a record store. Then she swipes a pair of \$5 earrings from a jewellery store. Later, she shoplifts \$30 sunglasses. You are upset. Do you tell the store manager? Do you tell your parents?
11. You want to be part of a popular clique. One of the members of this group smokes. She asks you to go to buy some cigarettes for her. You are both underage and your parents would disapprove. Do you buy them?
12. You are on your way out with your friends to do some shopping but you notice your pet hasn't been fed. Do you take time to feed your pet?
13. An older man with a cane gets on the bus. All of the seats are taken. Do you offer him your seat?
14. You are at a terrific party. Your friend has an asthma attack and needs to be taken home. Do you volunteer?

15. Your friend has diabetes. She tests her blood sugar level twice daily. When it is high because she has eaten too much sugar she writes on her blood sugar record card that it is normal so her parents won't get upset with her. This could be dangerous. Do you tell her to stop doing this? Do you tell her parents what she is doing?
16. You break your mother's favourite figurine. Do you tell her your baby brother did it?
17. You haven't studied for an important exam. Do you pretend to be sick so you can stay home and miss the test?
18. Your visiting cousin is mentally handicapped. She wants to go to a movie with you and your friends. Do you take her?
19. Your mother makes you very nutritious lunches. You prefer chips and pop from the school cafeteria. When she asks if you enjoyed your lunch, do you tell her you threw it away?
20. Your grandfather is in a nursing home. You find it scary and depressing to go there. Do you visit him?
21. You are driving at night and hit a dog, do you stop to see that the dog gets medical attention?
22. You have just started work at a fast food outlet when a competitor offers you a job at \$1.00 per hour more if you start immediately. Do you take the job?
23. You're invited to a party and accept. Then you find out that your best friend is not invited. Do you go to the party?
24. A large company has discovered oil near the nesting grounds of several species of marshbirds. It intends to drain the marsh. Some of the birds are quite rare. Do you oppose the intention of the oil company?

ACTIVITY 5

Heroes and Heroines

(2 to 3 periods)

Generalizations

1. The kind of winner who is most admired is the "hero" or "heroine".
2. Study of the hero/heroine points out qualities that any winner would be expected to possess.
3. The kinds of qualities displayed by a hero or heroine can also be found in the average person.

Specific Objectives

1. The student will learn that a hero or heroine displays qualities of fairness and loyalty as well as other qualities.
2. The student will learn that being a hero/heroine requires effort.
3. The student will be able to pick out modern-day heroes and heroines and to differentiate them from people who are merely well-known or famous.
4. The student will understand that everyone has the ability to be a hero/heroine in some way.

Resources

STUDENT HANDOUT 8: Heroes for Today

Procedures

1. Introduce the concept of hero/heroine by asking:
 - What is a hero/heroine?
 - What kinds of heroes/heroines are there?
 - What does a hero/heroine have to do to be so called?
 - Who are some heroes and heroines you can think of?
2. Ask students to name modern-day or historical persons they would consider to be heroes or heroines and to explain why (e.g., Mother Teresa, Rick Hansen, Gandhi).
 - Be sure to point out that sometimes the heroic person has to overcome challenges like physical handicaps, environmental difficulties, etc.
3. Ask students to name persons who might be famous but would not be considered heroes and to tell why (e.g., Hitler).
 - Note that the difference between a hero and someone who is merely famous lies in his or her contributions to others or to the community.

4. Read Student Handout 8: Heroes for Today. Discuss:
 - how the everyday person sometimes behaves in an heroic fashion
 - how the average person may display some of the heroic qualities seen in great or famous people
 - that showing consideration for others, being fair, being honest, being loyal, being patient or kind may qualify a person as a hero in the eyes of others.
5. Give students a choice of the following assignments:
 - a) Write a paragraph entitled "A Hero/Heroine I Know" or "A Hero/Heroine in My Eyes" which describes a person they admire. Friends, family members, neighbours, school associates or staff would all qualify.
 - b) Design a poster that illustrates a real life hero whom the student admires. Some suggestions: Anne Sullivan, Helen Keller, Rick Hansen, Terry Fox, Steve Fonyo, Mother Teresa, Wayne Gretzky, Louis Riel, Martin Luther King, Bruce Springsteen, etc.

Evaluation

Reading comprehension

Individual or group work in answering questions

Group and class discussion skills

Writing skills

Creative skills in poster design

Action

By interviewing members of the community, compile a list of names of persons who are considered to be heroes. Make a collage of these names to be hung in the school foyer or display box.

Elective

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"The Nature of Heroism". (article) Ray MacGregor.
In *Responding to Reading Level C*, page 385.
Addison-Wesley Publishers, 1983.
(Basic Learning Resource – Grade 9 Language Arts)

"The Impossible Dream". (poem) Joe Darion and Mitch Leigh.
"Number 99". (story) Hal Quin.
"Dreams". (poem) Langston Hughes.
In *Contexts. Anthology Two*, pages 280, 293 and 327.
Nelson Canada, 1982.
(Basic Learning Resource – Grade 8 Language Arts)

"Mother Teresa". (interview) Malcolm Muggeridge.
"Louis Riel". (poem) John Robert Colombo.
In *Contexts. Anthology One*, pages 321 and 336.
Nelson Canada, 1982.
(Basic Learning Resource – Grade 7 Language Arts)

STUDENT HANDOUT 8: HEROES FOR TODAY

Heather Airth is president of the Edmonton Emergency Relief Services Society, which worked to help victims of the July 31, 1987, "Black Friday" tornado.

She was also named the *Edmonton Sun's* unsung hero, based on nominations in the Sun's "Annual Search for a Good Samaritan".

Airth formed the relief society with friends because she felt a location was needed where donations could be received to aid persons in need. The first recipients of help from the Emergency Relief Services Society were the members of a family whose home had been destroyed by fire.

Airth, who is also foster mother to four children, says that the society gave help to about 1700 people who had been affected by the tornado. She was quoted as saying that she runs the Emergency Relief Services Society with one hand answering the phones, directing traffic and filling out forms, and the other ready to comfort a dazed victim or cuddle someone's child.

Adapted with permission from the *Edmonton Sun* articles "Unsung Hero Named", Sunday, January 10, 1988, and "A Real Unsung Hero", Monday, January 11, 1988.

ACTIVITY 6

Winning Well

(2 periods)

Generalizations

1. Being a winner carries responsibility and requires coping skills.
2. A winner who wishes to behave ethically will display dignity, grace, consideration for others and recognition of the help and support of others.
3. Other individuals are also responsible to behave ethically toward a winner.

Specific Objectives

1. The student will understand that being a winner means knowing the proper way to accept tribute and reward.
2. The student will be able to separate acceptable from unacceptable attitudes and behaviour on the part of the winner.
3. The student will see that "winning" and "behaving like a winner" are separate behaviours.
4. The student will understand that values such as loyalty, kindness, respect, consideration, should be demonstrated by the true winner.
5. The student will understand that being a winner can evoke negative as well as positive reactions as a result of the attitudes of others toward winning and losing.

Resources

STUDENT HANDOUT 9: Winning Well

STUDENT HANDOUT 10: Winning Isn't Always Wonderful

Procedures

1. Read the following statements to the class. Then brainstorm for descriptive adjectives or phrases to illustrate the kinds of behaviour that might be displayed by persons who have won.

Statement A: "Winning has made losers of many women and men." (Examples of descriptive adjectives: over-confident, gloating, bragging, greedy, egotistical, swaggering, critical, cruel, arrogant, proud, self-righteous, snobbish, self-centered, ungrateful.)

Statement B: "A dignified and gracious winner does justice to the honour he or she receives." (Examples of descriptive adjectives: appreciative, courteous, humble, kind, sharing, unassuming, caring, considerate.)

2. Explain to students that learning how to accept a compliment gracefully is important, but that sometimes people have difficulty in doing this. To illustrate, use the following example:

The Compliment: "I love your dress, Cathy."

The Embarrassed Reply: "Oh, well, uh, I . . . really?"

The Gloating or Bragging Reply: "Yeah, it looks really good on me, doesn't it?"

The Unable to Accept Reply: "This ugly thing?"

The Putdown Reply: "You should, it cost 50 bucks."

The Gracious Reply: "Why thanks, Linda, I'm glad you like it."

Ask two students to stand, one of whom should compliment the other. The complimented student should reply graciously. Repeat, having the complimented student reply ungraciously. Encourage expressive language and gestures—and have fun!

3. Distribute Student Handout 9: Winning Well. Break class into groups to read, discuss and complete Assignment A.
4. Allow students to choose one of the options in Assignment B. Be sure the students understand that Andrea may emerge as either a "good winner" or a "sore winner" and that their assignment should reflect the acceptability of her actions from the point of view of the community.
5. Distribute Student Handout 10: Winning Isn't Always Wonderful. Break the class into groups to read the statements given in this handout, to discuss them, and to answer the discussion questions.

Action

1. Ask students to take stock of their own reactions to compliments and to work on being graceful and dignified in their acceptance of compliments.
2. Ask students to look for opportunities to compliment others. Emphasize that these should be sincere compliments. Ask how this makes them feel and whether or not they think people should look for more opportunities to praise others.
3. Ask students to speculate, in paragraph form, on how the life of a sports star or entertainment personality might change after becoming a "superstar". Give both positive and negative changes.

Evaluation

Group work and discussion

Class discussion

Organization and presentation of interview, newspaper report or letter to the editor

Dramatization

Electives

1. Students might draw a cartoon to illustrate one of the statements imagined by Andrea, or to illustrate a "good winner" or a "sore winner".
2. Students might write a poem or song entitled "Winning Isn't Always Wonderful" or "Be a Winning Winner" in which they would make use of alliteration, descriptive words, exaggeration or humour.
3. Students might find examples of good and bad winners from newspapers, television, radio, magazines.
4. Students might research lottery winners to see what effects winning a large amount of money have had on them, their values, their goals, and on the behaviours of others toward them.

STUDENT HANDOUT 9: WINNING WELL

Since being a hero, being famous, or being a winner is only a part of our lives, and sometimes a very small part at that, it is important to be a "good winner" when we are given that chance.

We want to win or succeed at something which is important to us and we'd also like others to admire our achievements and to be happy with us and for us. That means that being a winner not only requires making the effort to win but also carries certain responsibilities. In other words, winners are expected to behave in acceptable ways.

Consider the following situation:

Andrea is a figure skater who has been competing in a regional figure skating contest. Most of the participants in the contest are excellent skaters. Andrea has been training for several years with her coach, John, who is also a family friend and who has not charged Andrea's parents any fee for his time and effort.

Andrea's parents drive her to the local recreation centre two nights during the week and every Saturday morning at 6 a.m., to practise. Because Andrea has been away so much lately, her sister has taken on Andrea's chores at home.

Andrea, who is now fourteen, began skating seriously at the age of nine. She admires skaters Elizabeth Manley, Martini and Underhill, and Brian Orser.

Assignment A

Following is a list of statements which Andrea might make in her acceptance speech when she is presented with a gold medal for winning first place in the freestyle, sixteen years and under category.

Which statements would you include in your speech if you were Andrea? Why?

Which statements would you omit from your speech? Why?

What statements, if any, would you add?

1. I can't believe I won! I didn't think I was good enough.
2. I guess I was just lucky!
3. Training for this competition has been hard work.
4. I am very proud of myself.
5. I think I'll probably win the provincial championships, too.
6. My parents have been a great help in many ways.
7. I'd like to thank my coach.
8. Some of the other contestants could have worked a little harder.
9. I'd like to share this honour.

STUDENT HANDOUT 9 (Continued)

10. Without the support of my sister Janice I might not have made it.
11. I feel privileged to have competed with the best in this area.
12. I guess I just have natural talent.
13. I'd like to become a professional skater and make some money to pay for all of my hard work.
14. Many thanks to Willow Ridge Community Association for its donation of ice time for me to practise, and to Mr. Johnson who opened the doors for me on so many very early and very cold Saturday mornings.
15. This has all been very exciting. It's going to be hard to go home to my humdrum life again.
16. Winning this competition is the result of a team effort.
17. I've had fun along the way.
18. Even though we were competitors, I regard the other skaters as my friends and I'm proud of them all.
19. I'd like to thank the judges, the organizers and the Northern Alberta Skating Association who sponsored this competition.

Assignment B: Choose one of the following:

1. In pairs: Role play a situation where one of you is Andrea and the other is a television reporter. Conduct an interview. Include an introduction of Andrea, naming her accomplishments. Ask questions that would elicit information from Andrea. This information should illustrate whether or not Andrea is a good winner. Conclude the interview with a summary which would state how others might see Andrea (her skill, her personality, her attitudes and her values). Dramatize for your class.
2. On your own or in pairs: Write a newspaper story describing Andrea's accomplishments. Include a headline and quote statements made by Andrea and others at the competition. Write up in newspaper format. If you wish, include a photo of someone who could be Andrea; display in your classroom.
3. On your own: Imagine that you are a spectator who was present at the figure skating contest. Write a letter to the editor of your local newspaper stating your opinions about Andrea, her ability, her speech, her values, her personality, etc. You might also comment on the contest itself (its value, the judges, how it was run).

STUDENT HANDOUT 10: WINNING ISN'T ALWAYS WONDERFUL

Many thoughts were probably running through Andrea's head as she prepared for the contest, as she skated and as she accepted her award. She might have imagined the following comments being made by her parents, her sister, her friend or her closest competitor:

Statement 1: Andrea's parents

"Your skating has cost us a lot of money, Andrea. We hope that you win."

Statement 2: Andrea's sister

"I'm tired of you getting all of the attention! Why don't you do your own chores!"

Statement 3: Andrea's friend

"Well, Andrea, you're going to miss a good party this weekend. Maybe they won't invite you next time."

Statement 4: Andrea's closest competitor

"Don't get too comfortable, Andrea. You won't be the champ for long."

Discussion Questions

1. In what ways can being the best at something also present problems for the winner? How does that make one feel?
2. Do you think having to cope with these problems is fair? Why?
3. In what ways are the persons making these comments being unethical (e.g., unfair, disloyal)?

ACTIVITY 7

Dealing with Losing

(2 periods)

Generalizations

1. Losing is an experience that everyone faces.
2. There are several different kinds of losing.
3. Losing can trigger strong emotions in individuals, thus affecting their behaviour.
4. One's attitude toward and use of failure is important in determining its effect.

Specific Objectives

1. The student will understand that there are many situations in which an individual would be seen to be a loser.
2. The student will understand that losing or the thought of losing gives rise to many different feelings in an individual.
3. The student will understand that one kind of losing is "not trying".
4. The student will understand that failure is relative to our use of what we learn from it.

Resources

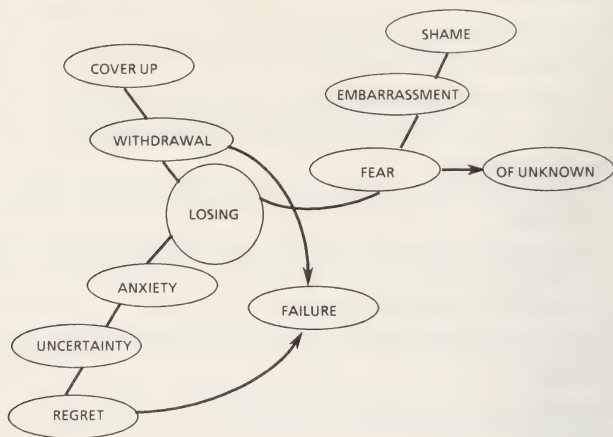
STUDENT HANDOUT 11: There's a Hole in My Sidewalk

Procedures

1. Brainstorm with the students in order to compile a list of kinds of losses or failures. Ask such questions as:
 - In what kinds of situations do we find winners and losers (games, elections, contests, etc.)?
 - What kinds of losses do people have no control over (death, disease, aging, bad luck, separation)?
 - What other things which they might value can people lose (money, friends, home, respect, self-confidence, etc.)?
2. Ask the students to draw a circle in the middle of a page and to write LOSING inside the circle. Then write down, in single words or short phrases, around the centre circle all of the thoughts or feelings that occur to them when they think about losing. Connect these to the centre circle and to each other by means of lines or arrows. This should be a spontaneous exercise and should take only two to three minutes.

Now ask students to use the words and phrases they have jotted down to write a quick paragraph or poem about losing. The actual writing should take only about fifteen minutes.

The object of the exercises is to allow students to express in a natural, unrestrained manner how they feel about losing so that they understand that the thought of losing evokes strong emotions in most people. An example is given for you:



"I don't like losing, so usually I just don't try things. After all, if I commit myself to attempting something, there is always the possibility of failure. I can't handle not knowing for sure that I'll succeed. The anxiety is just overwhelming. The few times that I have tried and failed, the embarrassment and shame proved too painful. So it's easier just to withdraw, to pretend I'm not interested, and to be safe. No regrets. My question is: am I still losing?"

Since you are asking students to express their feelings honestly about losing they should not be required to read aloud their compositions or even submit them for marking. However, sharing could be beneficial, if they so desire.

3. Discuss losing in the light of "not trying" using the poem "Thoughts" by Marty Rabillard. From Heritage Series, Western Canadian Literature for Youth – *Diversions*.

Thoughts

There are many things in life I want to do,
But some I don't have the courage to do,
Some I don't have the ability to do,
And others nobody will let me do
So I fish.

- With the students, make a chart showing the four categories Marty Rabillard talks about. In each category, ask students to list things that would fit.
 - Discuss whether the reasons given in the poem for "not trying" are valid.
 - Discuss the following statement with regard to the subject of "not trying":
"The time will go by anyway . . ."
 - Ask, "Is it better to attempt and take the chance of losing than not to try at all?"
4. Introduce the concept "fear of failure". There are several kinds of behaviour which this fear can produce. Namely:

- a) procrastination, which can be exemplified by the following poem:

There are so many things I meant to try,
So many contests I'd hoped to win.
But, lo, the end approaches, just as I
Was thinking of preparing to begin.

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- b) unethical behaviour, which occurs because of a desire to avoid losing (e.g., cheating, violence, dishonesty, cruelty, intolerance, disloyalty).
- c) withdrawal, apathy, depression, anger, loss of self-confidence.

Ask students to give examples from their own experiences to illustrate each of the above behaviours.

5. Read the following story "The Fisherman" to students. Before reading, ask students to think about the saying "Every cloud has a silver lining" and to apply its meaning to the reading. Discuss.

THE FISHERMAN

One morning, a Norwegian fisherman and his two sons went fishing. The fishing was good and by noon the three men were ready to return home. As they began to pull in their nets, a sudden storm blew up, completely obscuring the shoreline.

Meanwhile, fire broke out in their cottage, destroying their home and all of their possessions.

When the fisherman and his sons arrived ashore where the wife waited in tears, she immediately told the tragic story of the fire. But the fisherman was unmoved. His wife protested saying, "Husband, we have lost everything we own and you seem unconcerned. Why?"

Her husband replied, "Because the fire that destroyed our home was the same light that suddenly emerged from the thickness of the fog and saved our lives by guiding us home."

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6. Introduce the idea of making the best of things by discussing examples of discoveries that have been made as a result of failures, and examples of persons who have persevered in spite of adversity.

Students might be interested to know that the word "serendipity" is used to describe the ability to make fortunate and unexpected discoveries by accident. Examples would be:

- Helen Keller overcame deafness and blindness to earn a college degree and become a public lecturer.
- Rick Hansen, Steve Fonyo and Terry Fox, overcame physical handicaps to raise money for cancer and spinal cord research.
- Columbus discovered America even though he failed to find a new route to India.
- Post-it notes were invented when a glue would not stick properly.
- Raisins were introduced in 1872 when a California farmer's grapes were shriveled during a hot spell.

7. Distribute Student Handout 11: *There's a Hole in My Sidewalk*. Use this poem as a positive method of expressing the idea that losing can be a learning experience and that when an individual is able to profit from such experience he becomes a winner.

Action

Look for examples of persons who are members of the community or who are well-known individuals who have turned failure into success or adversity into achievement. Bring pictures to class or write names on coloured paper and display in the classroom.

Evaluation

Paragraph writing

Group discussion

Class discussion

Poetry analysis

Electives

Draw a picture to illustrate the poem "There's a Hole in My Sidewalk".

STUDENT HANDOUT 11: THERE'S A HOLE IN MY SIDEWALK

- I . I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost . . . I am helpless.
It isn't my fault.
It takes forever to find a way out.
- II. I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in, again.
I can't believe I'm in the same place.
But, it isn't my fault.
It still takes a long time to get out.
- III. I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in . . . it's a habit . . . but,
My eyes are open.
I know where I am.
It is my fault.
I get out immediately.
- IV. I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.
- V. I walk down another street.

by Portia Nelson

ACTIVITY 8

Concepts of Winning

(2 periods)

Generalizations

1. Winning may be viewed differently by different cultural and ethnic groups.
2. Conflict may result from cultural and ethnic groups having different attitudes and values with respect to winning and losing.

Specific Objectives

1. The student will understand the meaning and origin of "work ethic".
2. The student will understand the concept of winning from the point of view of those who believe in the work ethic.

Procedures

1. Write the following German phrase on the blackboard:

"Arbeit macht das Leben suess"
(Work makes life sweet)

Introduce the concept of the work ethic which is based on the belief that work is a duty and a virtue. You might point out the Calvinist origin of the work ethic and its biblical source (Genesis 3:19 "Man must live by the sweat of his brow"). After Adam and Eve were expelled from the Garden of Eden because of their disobedience, God told them that for the rest of their lives they would have to work hard to provide for themselves and their children.

One of the slogans sometimes used to promote the work ethic is "Stand Tall" indicating the notion that one who works has reason to be proud. Modern expressions of this belief may be found in song lyrics, poems or stories. Students may wish to bring examples to the classroom. An example would be the song "Let's Work" sung by Mick Jagger on his album Primitive Cool.

Point out that belief in the work ethic is quite prevalent in North American society. Stress that the work ethic emphasizes the need to work in order for an individual to be considered a winner in his own eyes and in the eyes of others. Working for a living and "getting ahead" are felt to be necessary to achieve personal dignity and self-esteem.

2. Divide the class into six groups. Following is a discussion question. After each group has discussed and come to conclusions about the question, have each group report to the class as a whole.

Discussion Question

How do you think someone who values a "work ethic" would view the following?

- a) material possessions, money, signs of success, education and the setting of goals and education

- b) being on time, the passage of time, nature, children, the elderly
 - c) sharing, play and leisure time, loyalty, laws, customs.
3. Discuss as a class the potential areas of conflict regarding the "work ethic". Possible discussion topics are:
- work as a measure of success vs. work for its own sake
 - work to earn respect, prestige, self-esteem vs. work only when necessary to accomplish a needed task such as building a house or providing food
 - saving for the future vs. enjoyment of present resources
 - close contact to nature vs. involvement in a modern technological society.
4. Students could discuss how different cultural or ethnic perspectives may influence how we view many of the items already discussed.

Evaluation

Group discussion

Collaboration of groups

Class discussion

Elective

Students might draw a picture to illustrate the "work ethic".

Readings (for discussion or optional activities):

These readings have been selected from language arts basic resources.

Readings by Chief Dan George. From The Heritage Series, Western Canadian Literature for Youth.

"The Sunlight". (poem) Chief Dan George.

"A Lament for Confederation". (short story) Chief Dan George.

In *Western Moods*, pages 42 and 155.

Alberta Education, 1979.

"No Longer". (poem) Chief Dan George.

"Our Sad Winter Has Passed". (story) Chief Dan George.

In *Transitions*, pages 21 and 24.

Alberta Education, 1979.

ACTIVITY 9

Competing Means . . .

(2 periods)

Generalizations

1. Wanting to win, to succeed or to acquire something may mean having to enter into competition.
2. Most individuals experience competition in some or many areas of their lives.

Specific Objectives

1. The student will define the word "compete".
2. The student will recall a competitive experience in their own lives.
3. The student will describe their competitive experience and make judgments concerning its impact on themselves, its impact on others, and its value.
4. The student will identify common areas and types of competition.

Resources

STUDENT HANDOUT 12: Competing

STUDENT HANDOUT 13: Competing Means . . .

Procedures

1. Brainstorm with the students to gain a definition of the word "compete". Then have students look up the word in a dictionary or supply them with the following definition:
"Try hard to obtain something wanted by others; be rivals; contend" (Gage Canadian Dictionary).
2. Distribute Student Handout 12: Competing. Allow students time to plan and begin writing their composition. Encourage creative approaches to this assignment (e.g., narrative essay, letter to a friend; or diary, poem, story).
3. Divide class into groups of three for the purpose of proofreading compositions and sharing experiences and opinions on the subject of competition. Allow about one half of a class period for this activity, then assign final drafts of the composition to be submitted during the next class period. These should provide material for evaluation and evidence of the students' attitudes toward the subject of competition.
4. The students have already described one incident of competition that has occurred in their own lives. Now brainstorm, using the blackboard, a large sheet of paper or a flip chart, to obtain other examples of competition. Questions such as the following may be helpful:
 - Where do you compete; in what areas of your life?
 - In each area, what are you competing for?

- In each area, who are you competing against?
- Where, why and how do your parents and other adults compete?
- What kinds of competition are individual?
- What kinds of competition are group?
- What are some positive results of competition?
- What are some negative results?

Areas of competition might include:

- a) the home (e.g., sibling rivalry for toys, treats, grades, television programs, friends, allowances, space, approval, love)
 - b) the school (e.g., acceptance by peers, popularity, teacher approval, grades, athletic and other awards, control over other students [the school bully], equipment, space)
 - c) the job (e.g., wages, best office, most powerful position, most enjoyable or prestigious job, popularity)
 - d) the community (e.g., nicest house, friends, best car, most money, political position, sports, prestige, power, influence).
5. Distribute, at the end of class, Student Handout 13: Competing Means . . . Ask students to read and to discuss with family or friends, etc., and to return to class prepared to share their own and others' reactions with the statements made in this handout. Or students may choose to conduct interviews with persons other than their classmates, using these statements in question form (e.g., Do you agree or disagree with this statement?).

Action

1. Students might look for examples in newspapers, magazines, etc., that describe competition in any of the areas discussed. These could be displayed in the classroom.
2. Students might make a list of competitions that take place in their own school or community.

Evaluation

Class discussion

Brainstorming

Composition

Group proofreading and discussion

Elective

Students might make a collage of pictures that represent the various areas of competition.

STUDENT HANDOUT 12: COMPETING

Recall a time(s) when you were involved in competition. Read the following questions and think about them with respect to your particular competition(s). Now write about your experience(s).

1. In what kind of competition did you participate?
2. Why did you compete?
3. What did you have to do as a competitor?
4. How did you prepare for the competition?
5. What were the rules of the competition?
6. What was the outcome of the competition?
7. How did you feel before the competition?
8. How did you feel during the competition?
9. How did you feel immediately after the competition?
10. Do you think the competition was fair?
11. Do you think the competition was worthwhile?
12. What did you learn from the competition?
13. What did you learn about others from the competition?
14. What did you learn about yourself from the competition?
15. Would you participate in this competition again?

STUDENT HANDOUT 13: COMPETING MEANS . . .

1. . . . that there is something that more than one person or group of persons wants and that only one person or group of persons can have.
2. . . . comparing people to find out who is best at something.
3. . . . having to work very hard in order to win.
4. . . . that people strive harder for excellence than they might do otherwise.
5. . . . that some people win and some people lose.
6. . . . that the most important thing is who won.
7. . . . that only those who are talented or really good at something should compete.
8. . . . that some people never win.
9. . . . that being a competitor can cause anxiety and fear.
10. . . . that sometimes people will do dishonest or unethical things in order to win.
11. . . . feeling proud because you have tried.
12. . . . working to be the best you can be.
13. . . . that everyone is given an equal chance to try to win.

ACTIVITY 10

Self-Assessment

(2 to 3 periods)

Generalizations

1. A problem sometimes encountered in competition is unfairness.
2. Unfairness in competition may take several forms.
3. Before competing, an individual should assess his abilities, his goals and his other commitments.
4. Self-competition may be viewed as a positive endeavour or an alternative to other forms of competition.

Specific Objectives

1. The student will understand that unethical behaviour sometimes occurs in competition.
2. The student will understand the importance of assessing one's own talents before competing.
3. The student will conduct a self-assessment to determine areas in which he or she would probably succeed, might succeed, or would probably not succeed.
4. The student will understand that competing, which results from a strong desire to win or achieve, may mean compromise, sacrifice, extra effort, conflict and the necessity of accepting loss.
5. The student will investigate the idea of self-competition as one way of achieving personal satisfaction, self-esteem, and individuality.

Procedures

1. Discuss reactions obtained by students to statements in the Student Handout 13: Competing Means . . . Use this activity to introduce the subject of unfair competition.
2. Point out to students that although sometimes individuals may become involved in unfair competition it is their own responsibility to assess themselves before entering into competition. Introduce the quotation "Know Thyself" (Socrates) and discuss asking the following questions:
 - Should an individual compete if he or she is not capable of winning? Is that fair to oneself? To other competitors?
 - Should one compete if competing causes great unhappiness or anxiety (e.g., grueling training, loss of friendships, divided loyalties, sacrifices, loss of esteem, being unethical)?
 - Should one compromise, in other words compete, only to the point where one feels happy and comfortable even if that might mean giving up the goal of winning?
3. Ask students to write a short self-assessment in which they consider the following:

I know I can win or succeed at . . .

I probably could win or succeed at . . . if I . . .
I need improvement in . . . in order to win or succeed.
I probably can't win or succeed at . . .
I would like to win or succeed at . . . but . . .

4. Discuss with the students the difference in meaning between the following statements:

A "I want to be the best."
B "I want to be the best I can be."

Try to elicit from the students the idea that statement A implies competing against others while statement B implies competing against oneself. Discuss the value of self-competition with respect to the following:

- self-esteem
- self-knowledge
- a feeling of accomplishment
- coping with losing
- enjoying competition
- enjoying the activity more than the end result (winning).

5. Discuss the following quotation with the class "Hey, we're out here. We've got lives and hopes and dreams like everyone else. Don't just look at our chairs – look at us."

Reprinted with permission from *Rick Hansen. Man in Motion* by Rick Hansen and Jim Taylor
Vancouver: Douglas & McIntyre Ltd., 1987

Action

1. Students may wish to express approval of a competition that is worthwhile and conducted fairly.
2. Students might read each other's self-assessments and make comments, or students might assess each other's capabilities and make recommendations to each other with respect to competition in certain areas.

Evaluation

Group work

Dramatization

Class discussion

Writing of self-assessment

Elective

Students might prepare a short scene or video illustrating a world where people have to compete for everything.

Reading (for discussion or optional activities):

These readings have been selected from language arts basic resources.

"Stumblebum". (story) Hugh Garner.
In *Responding to Reading, Level C*, page 131.
Addison-Wesley Publishers, 1983.
(Basic Learning Resource – Grade 9 Language Arts)

ACTIVITY 11

The Road to Victory

(2 periods)

Generalizations

1. Good competition can provide positive experiences for participants.
2. In good competition, the purpose for competing should be a worthy incentive.
3. Good competition means abiding by the rules, maintaining loyalties and showing respect and consideration for others.
4. Good competition means maintaining one's own integrity or honour and displaying a sense of dignity.

Specific Objectives

1. The student will recognize, by studying great competitions, the meaning of good competition.
2. The student will recognize that historical, ethnic and cultural influences have shaped various competitions.
3. The student will recognize the behaviour, the attitudes and the accomplishments required of world class or first-class competitors.

Resources

STUDENT HANDOUT 14: The Road to Victory

STUDENT HANDOUT 15: The Nobel Prize

STUDENT HANDOUT 16: The Olympic Games

Procedures

1. Inform students that the literal Greek translation of the word "compete" is "to seek together". Ask how competing and togetherness can be compatible. Possible examples are:
 - common goals
 - common interest and skills
 - respect for the abilities of others and desire to learn from them
 - interest in sharing resources, knowledge, etc., so that others can win, too
 - enjoyment of competing together as one's primary goal, with winning or being next best as a secondary goal.
2. Distribute Student Handout 14: The Road to Victory. Study and discuss, using these questions:
 - How does this diagram illustrate that what happens during good competition is more important than the final outcome?
 - How can victory refer to winning as well as losing?
 - Give examples to illustrate some of the steps along the road to victory.

If students wish, they may add drawings, cartoons, etc., to illustrate further their own ideas of good competition.

3. Distribute Student Handout 15: The Nobel Prize. In groups, have students read the essays and discuss the following questions.

Discussion Questions

- In what ways was Alfred Nobel a winner?
 - In what ways was Nobel a loser?
 - What is ironic about the establishment of the Nobel Prize?
 - How is the possibility of competing in order to achieve only fame or fortune eliminated in this competition?
 - How do ethics enter into the story of the establishment of the Nobel Prize? Into the awarding of the actual prize?
4. Distribute Student Handout 16: The Olympic Games, and have students discuss the questions following the essay.

Action

1. Students might develop an oath for themselves, similar to the Olympic Oath, which could be used during classroom competitions, sports competitions, etc.
2. Students might nominate from their own community someone who would be eligible to receive an award for outstanding achievements. Write a letter to this person(s) informing him or her of the honour being bestowed and include a scroll or some other appropriate symbol of recognition.

Evaluation

Classroom discussion

Group discussion

Group work

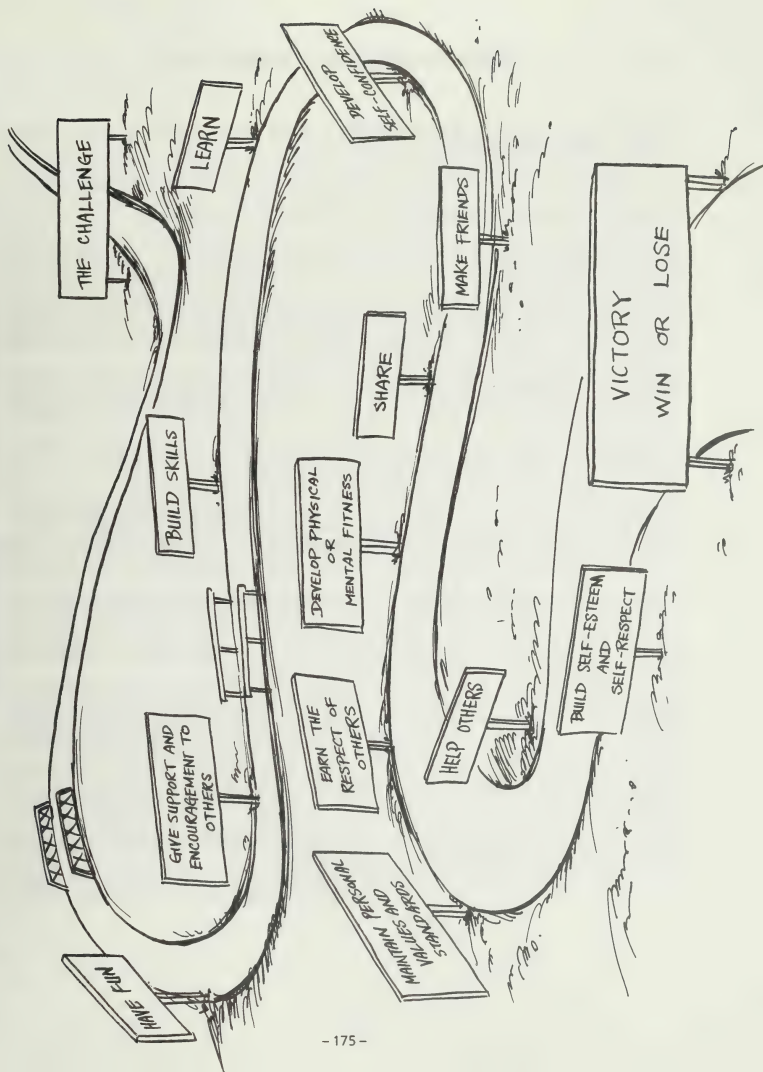
Electives

1. Students might investigate any of the following competitions. Describe the competition, comment on its value to society, and on ethical problems which may occur at or in connection with this competition.
 - a) The Special Olympics – its purpose and history.
Note the Special Olympic's Oath:

"Let me win.
But if I cannot win
Let me be brave in the attempt."

- b) The Northern Games (Inuit and Indian), the purpose of which is to bring Northern people together in friendly competition and cooperation, with emphasis being placed on traditional skills, games and dancing of Indian and Inuit people. (See *The Second Cooperative Sports and Games Book* by Terry Orlick. Partheon Books: New York, 1982.)
 - c) The North American Indian Ceremonial Circuit or Pow-Wow Trail – a traditional dance competition. (See *Equinox* magazine, July-August 1987.)
 - d) Any other well known competition
 - e.g., The Stanley Cup
 - The Grey Cup
 - The Academy Awards
 - The Pulitzer Prizes
 - Beauty Contests
 - World or National Championship Boxing
 - Skating, Golfing, Tennis, etc., Competitions
 - Musical Awards
 - Rodeos
 - Citizen of the Year Awards
 - Famous Scholarships
 - e) Competitions held in other countries or by other cultures.
2. Students might make a poster illustrating the Olympic Games. It might include the Olympic logo, the Olympic flame, pictures of athletes, events, celebrations, etc. Olympic slogans could also be included. The ancient as well as the modern games could be emphasized.

STUDENT HANDOUT 14: THE ROAD TO VICTORY



STUDENT HANDOUT 15: THE NOBEL PRIZE

The Nobel Prize was established by a Swedish chemist named Alfred Nobel. Nobel was born in 1833 and was the son of a factory owner.

As a young man, Nobel experimented with nitroglycerin in his father's factory. He hoped to produce a safe explosive. The result of his experiments was put onto the market, but so many accidents occurred with it that for several years Nobel was considered almost a public enemy.

In 1867, Nobel invented dynamite. This event caused Nobel to become very rich. He set up dynamite factories worldwide and bought the famous Bofors armament plant in Sweden.

Now Nobel was free to work on other inventions. He also wrote several books and plays. But Nobel was unhappy. He suffered from the guilt of knowing that he had created a substance that could cause horrible death, injury and destruction. He hated the thought that the dynamite, which he had invented as a tool for peace, could be used as a weapon of war.

Before his death, Nobel set up a nine million dollar fund. The interest from this fund was to be used to award annual prizes, one of which was to be given for the most effective work in promoting international peace.

The Nobel Prize is not limited to certain nationalities, but is awarded in six fields to persons who have made the most valuable contributions to the "good of humanity".

The first prizes were awarded in 1901. Three were given to people making the most important inventions or discoveries in the areas of physics, chemistry and medicine or physiology. Another award was received by the author of an idealistic literary work, and the final prize went to the person who had made the most outstanding contribution to world peace.

In 1969 another Nobel Prize was added. It is awarded to the individual who does the most outstanding work in the area of economic science.

Presently, each prize is valued at approximately 175,000 dollars. The prizes are presented on December 10, which is the anniversary date of Nobel's death in 1896.

The physics, chemistry and economic science winners are chosen by the Royal Academy of Science in Stockholm. The recipient of the medical award is determined by the Caroline Institute, the Faculty of Medicine in Sweden. The prize for literature is awarded by the Swedish Academy of Literature. To decide the winner of the peace prize, a committee of five is elected by the Swedish parliament.

The prizes cannot be applied for directly. Candidates' names can be submitted only by another qualified person.

In 1957, Lester B. Pearson, a former Prime Minister of Canada, received the Nobel Peace Prize for his organization of a United Nations Peacekeeping Force in Egypt.

STUDENT HANDOUT 16: THE OLYMPIC GAMES

The first Olympics were held in 776 B.C. in Greece. That year, there was one event – a foot race of 630 feet or one "stade" from which the word stadium is derived. The number of events steadily increased and the Olympics became an event of major importance. In fact, the Greeks dated everything by the Olympiads which were held every four years.

In the beginning, Olympic competitors were not men who participated in sport for its own sake or for the sake of breaking a record. Sport was viewed as a means of achieving the Greek ideals of physical perfection and military greatness. Greek rulers believed that if the cream of Greek youth and manhood met to display their skills and thousands came to watch, this would promote a sense of national unity. The Greek athlete was highly respected because of the belief that the body as well as the mind should be trained and disciplined. The perfect all-round citizen was an honour and a tribute to Zeus, the Greek's most powerful God. Anyone who had murdered or stolen or broken a sacred truce was not allowed to participate in the Games.

Potential athletes were tested at a place called Elis before being allowed to compete at Olympia. They were then trained together for ten months. The athletes lived in the gymnasium and practised all day with special trainers.

Although wars were common at this time, truces were in effect during the time that the Games were held.

One of the favourite competitions at the Games was throwing the discus and the greatest athlete was considered to be the one who threw it the furthest.

Prizes for winning were simply wreaths of olive branches, but it was not the prize itself that was important. Winners of Olympic events were viewed as heroes – that was the real prize.

With the emergence of the Roman Empire, however, the Games began to lose their glory. Interest in striving to be perfect just for the satisfaction of doing one's best was replaced by interest in rewards. Winning became the only motivation. Gambling and cheating became commonplace and in 393 A.D. the Games were abolished.

In 1892, Baron Pierre de Coubertin of France proposed an international gathering of athletes with a focus on "friendships, fellowship, athletics and peace". In 1896 the renewed Games were held in Athens, Greece and have continued to the present day except for the years 1914 to 1918, 1940 to 1944 when World Wars I and II were taking place.

The Olympic athletes all "Go for the Gold" but even if they do not win they know that they have competed with the best and lost to the best. There is honour in that! Pierre de Coubertin who revived the Olympic Games said: "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

The Olympic motto: "Swifter, Higher, Stronger", was adapted from a Latin phrase, "Citius, Altius, Fortius" quoted in 1895 by Father Henri Martin Didon.

The Olympic oath, which is taken by an athlete from the hosting country, states: "In the name of all competition, I promise that we will take part in these Olympic Games, respecting and abiding by the rules which govern them in the true spirit of sportsmanship for the glory of the sport and the honour of our teams."

The Olympic flame is a symbol of the link between the original and the modern Games. The ancient Games honoured Zeus and were held near the temple dedicated to him in which a sacred flame was kept burning. The Olympic torch is lighted by the sun's rays near Zeus' temple in ancient Olympia and carried in relays to the site of the Games.

(Adapted with permission from *The Olympic Story: Pursuit of Excellence*, Associated Press and Grolier Franklin Watts, New York 1979.)

Discussion Questions

1. What are the attributes of a true Olympic winner? Name three.
2. Why are the values of fairness and loyalty important in order for the Games to be successful?
3. How do the Games promote good international relationships?
4. Why is the Olympic flame an important symbol in the Olympic Games?

ACTIVITY 12

Cooperation

(2 to 3 periods)

Generalizations

1. Cooperation may be viewed as an alternative to competition, as a way of becoming a winner.
2. There are several ways of cooperating.
3. There are various reasons for cooperation.
4. Lack of cooperation may be viewed in some situations as unethical behaviour.

Specific Objectives

1. The student, through simulation, will experience a situation where cooperation is necessary to win.
2. The student will understand the meanings of the words "cooperate" and "synergism".
3. The student will understand that there are degrees of cooperation ranging from side by side activity without interference, to active participation in a common activity, to altruistic behaviour.
4. The student will study the stages of cooperative behaviour which people may go through to reach the highest and most meaningful stage.
5. The student will understand the need for individuals to cooperate in problem or conflict situations.
6. The student will compare the individualistic ethic to the cooperative ethic.

Resources

STUDENT HANDOUT 17: What Do You Do?

STUDENT HANDOUT 18: Case Study

STUDENT HANDOUT 19: The Me Ethic vs. The We Ethic

Procedures

1. Involve the students in the simulation game called "Win as Much as You Can". Tell students the object is to win as much as they can. Divide the class into four groups. Provide each group with a red and a black square of paper. The game consists of ten rounds. Each round, the members of each group must choose either black or red. Points are won and lost depending on the pattern of choices made by all four groups. Each group should choose a representative to bring its colour selection to the teacher and a negotiator to negotiate with other groups. You should review the rules of the game with the students and be responsible for timing the rounds.

The Payoff Schedule is as follows:

CHOICE	POINTS
ALL FOUR GROUPS CHOOSE RED	EACH GROUP LOSES ONE POINT
ALL FOUR GROUPS CHOOSE BLACK	EACH GROUP WINS ONE POINT
THREE GROUPS CHOOSE RED, ONE GROUP CHOOSES BLACK	THE REDS WIN ONE POINT, THE BLACKS LOSE THREE POINTS
TWO GROUPS CHOOSE RED, TWO GROUPS CHOOSE BLACK	THE REDS WIN TWO POINTS, THE BLACKS LOSE TWO POINTS
ONE GROUP CHOOSES RED, THREE GROUPS CHOOSE BLACK	THE REDS WIN THREE POINTS, THE BLACKS LOSE ONE POINT

There are six rules:

1. Students may confer only with their group when making a decision, except for rounds 5, 8, and 10.
2. Students should write down their choice as soon as the group agrees. Once it is written down, it cannot be changed.
3. Students may not talk to members of other groups except at designated times.
4. Students should keep a running total of wins and losses on the following chart.
5. The payoff for round 5 is multiplied by 3, for round 8 by 5, and for round 10 by 10.
6. In rounds 5, 8 and 10 the groups should confer, then send a negotiator to meet with negotiators from the other three groups. The negotiators should then return to their groups where a final decision will be made.

Payoff Chart

ROUND	TIME ALLOTTED	CONFER WITH	CHOICE (R OR B)	WON	LOST	BALANCE
1	1 1/2 min.	GROUP				
2	1 min.	GROUP				
3	1 min.	GROUP				
4	1 min.	GROUP				
5	2 min.	OTHER GROUPS				X3
6	1 min.	GROUP				
7	1 min.	GROUP				
8	2 min.	OTHER GROUPS				X5
9	1 min.	GROUP				
10	2 min.	OTHER GROUPS				X10
TOTAL						

Adapted with permission from an exercise by William Gellerman in J. Pfeiffer and J. Jones *Structured Experiences for Human Relations Training*. Vol. II, University Associates Press, 1970. Permission has been received from University Associates Press.

Following completion of the game, discuss with students what conclusions they came to with respect to how to win the game.

2. Distribute Student Handout 17: What Do You Do? Read orally. Discuss with students, using the following questions:

- In this poem, what advantages are given to cooperation over competition?
- Does one need more skill or training to compete than to participate?
- How does cooperation help one to "relax and enjoy" something?
- How do more people win through cooperation?

3. Read to the students the following quotations:

"The whole is greater than the sum of its parts."

"There is strength in numbers."

"United we stand."

"As individuals we're good but as a team we're great."

"Everyone has a part to play."

Discuss each quotation, asking students to show how each is a recommendation for cooperation.

4. Students might enjoy using a new word which also means cooperate. The word is "synergy". It is a Greek word defined as "working together". It could be used in the following ways:

Synergy helps us to get things done.

Synergism teaches us to work together.

Synergetic people work with each other.

We are working synergistically.

Hey, guys, lets synergize!

5. Discuss with students how one's spirit of cooperation may change as one's view of the world changes. There are five stages of cooperative growth one might go through. Try to determine with students at approximately what age most individuals reach each stage.

- a) One would cooperate because he has to (parents impose rules and regulations that one must obey but does not necessarily understand or agree with).
- b) One would cooperate or "be fair" to someone else who has been fair to him.
- c) One would cooperate because he wants to be a good person in the eyes of those he cares about.
- d) One would cooperate because he wants to be a good citizen and a loyal member of his community (obeys laws, serves on committees, etc.).
- e) One would cooperate because he wants everyone in the world to be happy and healthy (promotes peace, protects the environment, gives to causes, helps others, etc.).

6. Distribute Student Handout 18: Case Study. Tell students that sometimes people need to cooperate in order to resolve a conflict. Break students into groups. Allow time to study and discuss a solution or solutions to the boy's problem. Ask each group to present its proposal to the class. As a class, find a final solution that is acceptable to all. Note: The teacher may wish to read to the students or discuss with them the article, "A Loving Principal" from *Readers Digest*, August 1987, which describes Steve Ramsankar, the principal of Alex Taylor Community School in Edmonton. This article demonstrates cooperation and commitment in action.

7. Distribute Student Handout 19: The Me Ethic vs. The We Ethic. Discuss with reference to the values of loyalty and fairness as well as others.

Action

Students might look at ways of making traditional games (baseball, volleyball, basketball, hockey, etc.) more cooperative! In other words, they may discuss how these games can be played so that no one feels left out, everyone has a chance to improve, the opposition is not crushed by defeat, etc.

Evaluation

Simulation game (participation, post discussion)

Class discussion

Group work

Electives

1. The teacher might consider team testing. Tell students that they will be tested on certain material. At test time, divide the students into pairs, distribute tests to each pair and instruct students to write the exam as a team. Each pair will receive a team mark. Discuss reactions to this form of testing.
2. Students might make a poster illustrating one of the pairs from "The Me Ethic vs. The We Ethic".

STUDENT HANDOUT 17: WHAT DO YOU DO?

If you want to participate but not to compete . . .

If you want to win more often than lose . . .

If you want to play with and not against . . .

If you want to relax and enjoy the game . . .

If you want to see everyone taking part . . .

If you'd like to see more people win . . .

What do you do?

COOPERATE!

STUDENT HANDOUT 18: CASE STUDY

The Situation

1. A boy is having trouble at school. The teacher reports that he is neglecting to hand in assignments, is rowdy in class, is rude to the teaching staff and other students, and is bullying other children on the playground.
2. The teacher informs the parents that if the student does not change his behaviour at school, she will suspend him from class.
3. The mother becomes angry and blames the teacher for not doing her job properly.
4. The father blames the boy for neglecting his homework and "acting up" and the mother for taking her son's side and "being too easy on him".
5. The boy says he's "tired of being picked on" and that he "hates his school".

The Background Facts

1. The family moved in November from a large city to their present home in a smaller, more rural centre. It is now March.
2. The father's new job requires a great deal of travelling and long working hours.
3. The family gave away its pet dog when it moved.
4. The mother is working. The boy babysits his younger sister every day from four to six p.m., when his mother gets home.
5. The boy's new school is much smaller than his old one.
6. None of the family's relatives live in or near the new home.

The Solution

1. Why might the boy be having problems in school?
2. What might be causing problems at home? Why?
3. How could the mother, the father, the teacher help the boy to solve his problems?
4. What could the boy do to help solve his problems?
5. Could the other students at school help? How?
6. If no one acts to solve these problems, is this wrong? Why?
7. How could the problems have been prevented by the boy, the parents, the teacher, before they occurred?
8. Compromise means each person gives up something that he or she wants so that a problem can be solved. Can compromises be made in this situation? By whom? What are they?

STUDENT HANDOUT 19: THE ME ETHIC VS. THE WE ETHIC

ME ETHIC

Look out for number one.

Prejudice toward differences.

I'm going to win.

That's your problem!

I don't want to talk about it.

Do it to others before they do it to you.

WE ETHIC

Help your neighbour.

Unity despite differences.

We're going to win.

Your problem is my problem.

Let's talk it out.

Do unto others as you would have them do unto you.

ACTIVITY 13

Responsibilities of a Good Citizen

(1 period)

Generalizations

1. Cooperation is often seen as a requirement of the good (loyal) or ethical citizen.
2. Democracy implies "cooperative freedom" which requires that citizens behave in a fair and just manner.

Specific Objectives

1. The student will understand the meaning of citizen and citizenship.
2. The student will understand the meaning of democracy, its responsibilities to the individual and the need for cooperation in a democratic society.

Resources

STUDENT HANDOUT 20: Responsibilities of a Good Citizen

Procedures

1. Brainstorm with the students the definitions of citizen and citizenship. Suggested discussion topics:
 - We are citizens (members) of families, schools, communities, countries, the world.
 - Being a citizen means having the rights, privileges and responsibilities of membership.
 - Where did the citizens of Canada come from?
 - Why does having such a large variety of cultural and ethnic groups living in one country require a greater degree of cooperation in order to have a well functioning society?
2. Discuss the meaning of the word "democracy":
 - Democracy means freedom for everyone. Does that imply responsibility? What kind?
3. Distribute Student Handout 21: Responsibilities of a Good Citizen. Divide class into groups. Ask groups to discuss the list given, to agree or disagree with each item and to provide examples to illustrate these items. Students might also add to this list.

Evaluation

Class discussion

Group discussion

Action

As a class, look for a problem to be solved or a situation within your school requiring action. Attempt to solve the problem democratically.

Elective

Students might write a paragraph based on the statement "As citizens we are a part of history".

- How do we want to be seen by future generations?
- OR
- How will future generations describe the citizens of today?

STUDENT HANDOUT 20: RESPONSIBILITIES OF A GOOD CITIZEN

A good citizen . . .

1. votes
2. obeys laws
3. participates in community events
4. supports causes
5. cares about his environment
6. cares about peace
7. gets involved
8. is informed
9. exercises his rights and freedoms
10. cooperates with others
11. cares about others
12. takes action when it is needed
13. practises empathy not apathy
14. is tolerant of others.

ACTIVITY 14

Being a Winner

(2 to 3 periods)

Generalizations

1. Although individuals wish to win for themselves and their immediate families and friends, it is important to understand the value of winning as a community as well, because if the community profits so do its individual members.
2. The ultimate win means living for today, with a vision for tomorrow that would ensure the personal happiness and survival of our own and other species.

Specific Objectives

1. The student will become aware of the many alternatives available to the individual who wishes to contribute to the community or society as a whole.
2. The student will understand, through studying organizations and individuals concerned with the problems and issues of the present world, that each individual has to demonstrate commitment and responsibility.

Resources

Spokespersons representing charitable organizations, volunteer associations, self-help groups, action groups, etc.

Libraries and other resource centres

Newspapers and other media

Procedures

1. Divide the class into groups. Ask each group to choose a charitable organization, volunteer association, action group, etc., to investigate. The group should gather information such as the following:
 - purpose of the organization
 - history of the organization
 - organization of the group
 - who belongs to the group
 - what the group does, has done and plans to do
 - the methods used by the group to achieve its purpose
 - who or what is helped by the group.

Students should attempt to obtain information from the group itself in the form of printed material, A-V material, or a representative from the group who would speak to the class. Students might look for slogans used by the group, advertising done by the group, endorsements by well-known personalities, etc. The Yellow Pages listings under Associations might be a useful starting place to look for groups that would be worthwhile studying.

For example:

- Alberta Commercial Travellers (ACT)
- The United Way
- UNICEF, UNESCO, Canada World Youth
- disease related organizations (heart, cancer)
- accident related groups (paraplegic, burn)
- other associations (Spina Bifida, Cerebral Palsy)
- cultural and ethnic associations
- cooperatives (food co-ops, labour unions)
- associations for senior citizens, youth
- associations concerned with the environment (Ducks Unlimited, Canadian Wildlife Society)
- associations concerned with peace and nuclear disarmament (Greenpeace, Tools for Peace, Project Ploughshares)
- associations concerned with self-help (AA, AADAC, Compassionate Friends)
- groups or individuals who have taken action (Rick Hansen, Terry Fox, Martin Luther King; "We Are the World"; "Tears Are Not Enough").

Encourage varied presentations of material to the class (e.g., speakers, interviews, photographs, tours, dramatizations).

Action

Discuss with the class, ways in which the students might contribute to their own particular school or community. Draw up one or several plans and implement them: For example:

- adopt a senior citizen, or a younger student
- clean a playground, paint a building
- introduce pet day in a seniors' lodge, children's hospital
- read to someone who is ill, or is unable to read for himself.

Evaluation

Group presentations

Research skills

ACTIVITY 15

What Makes Life Worthwhile

(1 period)

Generalization

Every person has a dream of the winner he wants to be and of the world in which he wishes to live.

Specific Objectives

1. Student will determine whether or not his or her views as to what constitutes winning and winners and losing and losers have altered during the course of this module.
2. Student will express his or her own unique philosophies about winning for themselves and for their community.

Resources

Wall Chart from Activity 1 – "A Winner is . . ."

STUDENT HANDOUT 1: A Winner is Someone Who . . .

Procedures

1. Ask students to review their descriptions of a winner from the wall chart, "A Winner is Someone Who . . ." At this time, they may wish to alter or add to their descriptions. The teacher may wish to allow students to discuss in groups.
2. Ask students to sum up, in a composition entitled "What Makes Life Worthwhile, My Feelings About Winning and Losing". Based on what they have learned about the ways in which one can win, students should attempt to express their views on fairness/justice, loyalty and other values with respect to winning both as an individual and as a community member.

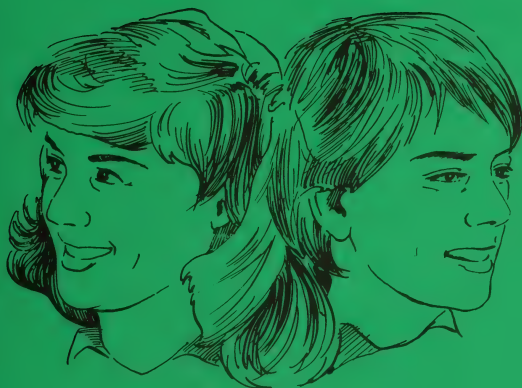
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Writing assignment

Group discussion

GRADE 8 ETHICS

Part 2: The Community Fairness and the Law



PART 2: THE COMMUNITY – FAIRNESS AND THE LAW

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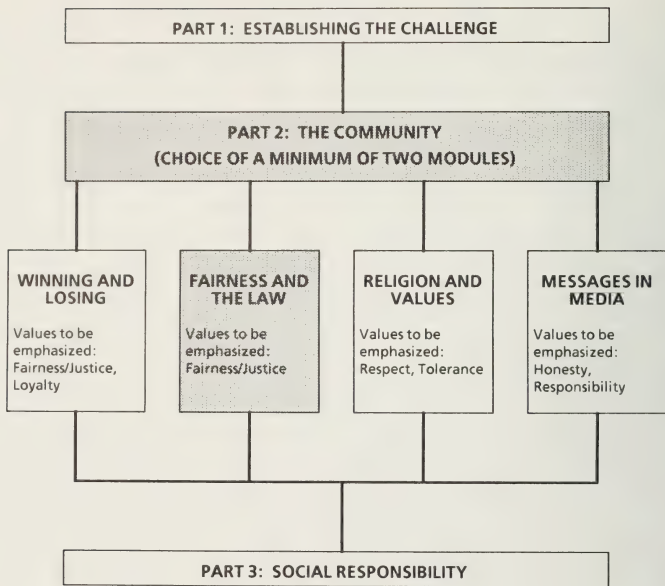
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GRADE 8 ETHICS COURSE



This component of the Grade 8 Ethics Teacher Resource Manual provides suggested activities for teaching the module "Fairness and the Law".

PART 2: THE COMMUNITY – FAIRNESS AND THE LAW

INTRODUCTION

STUDENT LEARNING EXPECTATIONS

The student will be able to:

1. Demonstrate an understanding that laws, like other kinds of rules, often develop from the values that people hold.
2. Demonstrate awareness that there are decisions made by the individual and those that are made by the community.
3. Identify, analyze and discuss issues having to do with fairness and the law.
4. Develop an appreciation for different viewpoints expressed on controversial legal issues.
5. Differentiate between criminal and civil law.
6. Develop a set of criteria that can be used to evaluate situations in terms of the fairness of the procedures which have evolved through the centuries and have been influenced by other cultures.
7. Identify and evaluate some of the different ways people can respond to laws they think are unfair.
8. Demonstrate an understanding that the law is essential to the well-being of the individual and society.
9. Demonstrate the value of fairness in an individual's interaction with others.

VALUES TO BE EMPHASIZED

The value of fairness/justice is the focus for this module. Nevertheless, it will become clear during the lessons that the law attaches great importance to other values such as responsibility, honesty, tolerance, and forgiveness.

PERSPECTIVES

The module begins and ends by looking at fairness from the student's perspective. The rest of the module blends all four perspectives: Traditional/Historical, Cultural/Ethnic, Societal/Community, and Personal.

The societal/community perspective is conveyed as students examine different aspects of the present criminal justice system. Case studies have been carefully selected so that the traditional/historical and cultural/ethnic perspectives can be explored. Those students who are interested in pursuing these two perspectives will have an opportunity to do so, either as elective activities or as part of the concluding activity. (Special notes on using the cultural/ethnic perspective have been provided. See Activity 8.) Finally, class discussions focus on the personal perspective throughout the module.

BEFORE TEACHING THIS MODULE

REVIEW

1. Recommended resources.
2. Activities relying on the collection of newspaper clippings, magazine articles, quotations. Students need to begin these activities early.
3. Optional components: Some of the activities (e.g., the mock trial) may occupy several lessons.

STUDENT EVALUATION

1. Discussion
2. Written work
3. Group work
4. Presentations

RESOURCES

1. Authorized Learning Resources

Recommended

John Howard Society, (Revised 1988). Playing for Keeps (video). Edmonton: The Image Works. Available from ACCESS Network BPN 6787 and regional/urban film centres.

Edmonton Anti-Shoplifting Educational Program, 1988. Is It Worth It? (video). Edmonton: The Image Works. Available from ACCESS Network BPN 2925 and regional/urban film centres.

Legal Resource Centre. Mock Trial Kit. Edmonton, Legal Resource Centre, University of Alberta. Available from Learning Resources Distributing Centre.

This kit contains 1 set of case notes, 1 resource book and 30 student booklets. One of the following sets of case notes will be included in the kit.

Ferguson, Margaret. Mock Trial Kit Case Notes: Regina vs. Larsen The Coed Hockey Game. Edmonton: Legal Resource Centre, 1986.

Ferguson, Margaret. Mock Trial Kit Case Notes The Case of the Killer Dogs Regina vs. Parker. Edmonton: Legal Resource Centre, 1986.

Matheson, Cheryl. Mock Trial Kit Case Notes Regina vs. Fair Level B Trial: Featuring the Use of Exhibits. Edmonton: Legal Resource Centre, 1984.

Information on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for educators, parents and students (folder). Edmonton: Alberta Education, January, 1987 (second edition). Teacher Resource.

Copies of this folder have been distributed to schools in Alberta and may be found in your school's library. Additional copies may be obtained from: Legislative Services, 10th Floor, West Devonian Building, 11160 Jasper Avenue, Edmonton T5K 0L2

Flynn, William J. A Handbook of Canadian Legal Terminology. Toronto, Stoddart Publishing Co. Limited, 1986. Teacher Resource. Available from Learning Resources Distributing Centre.

Supplementary

Rogers Cable TV – Calgary and the Canadian Bar Association, 1986. Wilful Blindness Trial of Chris Jones (video). Calgary.

Available from:
Rogers Cable TV – Calgary
3003 Macleod Trail S.E.
Calgary, Alberta
T2G 2P8
Ph: 261-0970

Also available from regional/urban film centres.

Legal Resource Centre. Alberta's Court System Kit. Legal Resource Centre, 1985. Teacher Resource.

Available from:
Legal Resource Centre
Faculty of Extension
University of Alberta
10049 –81 Avenue
Edmonton, Alberta
Ph: 432-5732

2. Newspapers, periodicals, radio and TV news, local events.
3. Poems, stories, cartoons, movies, quotations having to do with justice and law.
4. Community Resources:
 - Legal Resource Centre, Faculty of Extension, University of Alberta (serves all Alberta)
 - a) Public Legal Information Hotline
 - b) Speakers Bureau
 - c) Library
 - Student Legal Services, Edmonton - speakers, mock trials
 - John Howard Society - district offices in Edmonton, Calgary, Grande Prairie, Red Deer, Medicine Hat, and Lethbridge
 - Native Counselling Services of Alberta - offices throughout Alberta; source of information concerning Native legal system
 - Elizabeth Fry Society - district offices in Edmonton and Calgary
 - Calgary Legal Guidance.

TIME LINE

ACTIVITIES:

Note: The following suggested activities are based on 40-minute periods.

- Activity 1 – Fairness (1 period)
 - meaning of fairness
 - three types of fairness issues
- Activity 2 – Criminal and Civil Law (2 periods)
 - meaning of law, crime
 - distinguish criminal law cases from civil law cases
- Activity 3 – Fairness and the Criminal Law (1 period)
 - survey of criminal law issues
 - fairness and the criminal law
- Activity 4 – A Fair Trial (2 periods)
 - Athenian tribunal
 - "eye for an eye" concept of justice
 - using the tribunal to solve a modern dispute
- Activity 5 – Trial by Combat (1 period)
 - trial by combat
 - evaluation of other methods
- Activity 6 – The Present System (1 period)
 - basic process followed in our criminal courts
 - what we mean today by "fair trial"
- Activity 7 – The Offender and the Sentence (2 periods)
 - information needed for sentencing
 - decision-making process for sentencing offenders
 - consequences
- Activity 8 – The Witness and the Trial (1 period)
 - how witnesses can affect the fairness of a trial
 - mock crime
- Activity 9 – The Lawyers and the Trial (2 periods)
 - how lawyers can affect the fairness of a trial
 - asking questions, rules of evidence
- Activity 10 – The Judges and the Trial (1 period)
 - how judges can affect the fairness of a trial
 - racial prejudice may affect outcome
 - decision making (judges panel)

Activity 11 – The Jurors and the Trial (2 periods)

- how jurors can affect the fairness of a trial
- Bushell's case study – independence of the jury
- decision making (jury simulation)

Activity 12 – Age of Responsibility (1 period)

- age of responsibility for young offenders
- is age a fair standard by which to determine responsibility?

Activity 13 – Comparison of Court Procedures and Sentences (2 periods)

- comparing court procedures and sentences for youth through ages
- balancing accountability and responsibility with the special needs of youth

Activity 14 – The Welfare of the Victim (2 periods)

- considering the welfare of the victim
- compensation/restitution
- crime has consequences

Activity 15 – Ideas for Change (3 periods)

- my ideas for improving things

ACTIVITY 1

Fairness

(1 period)

Generalizations

1. Issues regarding the value of fairness occur in all facets of our daily lives – at school, at home, at work, and so on.
2. Fairness issues can be dealt with more effectively if they are separated into issues involving (a) the substance of the rule, (b) the outcome, and (c) procedures for applying the rule.

Specific Objectives

1. The student will be able to give a working definition of the value "fairness".
2. The student will be able to analyze and group issues of fairness into three categories.

Resources

STUDENT HANDOUT 1: What's Fair?

Procedures

1. Brainstorm the meaning of "fairness".
 - What does 'being fair' mean to you?
 - Does 'being fair' mean the same thing to everybody?
 - What are some qualities of fairness that you think everyone agrees on?
 - How do right and wrong relate to fairness?
 - How do we judge whether somebody is being fair?

Notes: – Students may have developed a working definition of fairness (Activity 9, Part 1: Establishing the Challenge).

- Some students may have chosen to act upon the value of fairness for one week during the introductory section Part 1: Establishing the Challenge. If so, they may be willing to share their experiences.
- Some of the elective readings in Part 1: Establishing the Challenge may discuss fairness.
- Some of the acceptable/unacceptable behaviours listed in Part 1: Establishing the Challenge may be based on the value of fairness.
- If a "clippings file" has not yet been started, it might be a good idea to begin now searching newspapers and magazines for articles on criminal law, since many deal with issues of fairness. Quotations on law and justice, cartoons, etc., are also useful.

2. Distribute Student Handout 1 which contains nine short incidents involving fairness issues. Some of these situations involve the law; some do not.

After students have finished reading the incidents, explain that fairness issues can be organized in this way:

- Issues about whether or not the substance of the individual rule or law is fair (examples 1, 4, 6)
- Issues about whether or not the procedures followed in applying (gathering information, making decisions) the rule or law are fair (examples 3, 7, 9)
- Issues about whether or not the outcome or sentence is unfair (examples 2, 5, 8).

3. As a class, discuss, for each incident:

- What type of fairness issue is being examined? (More than one type of issue may be involved.)
- What was fair or unfair about what happened?
- If unfair, what would have been the fair thing to do? Why?

4. Explain to students that in this module they will be examining the value of fairness within the context of the law. Explain, too, that the focus will be on criminal procedures and sentences.

Action

Have students create their own personal journals on "fairness". These could be submitted for evaluation. There are many activities in later lessons which could be incorporated into such a project. For this lesson, have students look for situations in their daily lives where people are complaining about something being unfair. Also, make a note of cases that are fair. For now, it is enough to gather descriptive information. Later, students will be able to analyze and evaluate the incidents.

Evaluation

Contribution to class discussion on "fairness"

Grouping of incidents in worksheet

Contents of personal journals – noting incidents that occur in daily life

Electives

1. This activity could be adapted by having some students:

- collect clippings, quotations, cartoons, poems, stories, plays, etc., having to do with law and justice or fairness
- prepare weekly bulletin board displays ("A Week at the Courts")
- collect slogans and quotations about the law
- create bumper sticker slogans.

These may become part of the student's personal journal.

2. This activity could be enhanced by having some students research the history of the symbol of justice, the goddess with the scales and the sword or book. According to Isidore Starr, a prominent law-related educator in the United States, this goddess was originally without blindfold, so she was free to observe, to separate the guilty from the innocent. In the Middle Ages, a blindfold was added. This first signified that she was blind to justice, but people in later centuries chose to interpret it as meaning justice was impartial! The blindfold is now removed so the "poor and disadvantaged in our society can stand before the goddess and demand her intervention through the balancing of the scales." Students may want to conduct their own research, collect pictures, arrange a poster, design their own drawings, etc. (See Simmonds, A. "The Blindfold of Justice", American Bar Association Journal, 1977, 63, 11163.)

STUDENT HANDOUT 1: WHAT'S FAIR?

1. Cindy tries out for the school volleyball team. She does not make the team even though she is one of the best players. The coach says this is because she got a "C" in math last term. The school rule requires all team members to have marks of "B" or higher in every subject.
2. Sheila is caught cheating during a French exam worth 10% of the final mark. Her exam paper is torn up and she is given a mark of zero. She is also suspended from class for three days.
3. Jed is arrested for possession of stolen property. He is only fourteen years old. The police officer explains to Jed why he is under arrest. The officer also tells Jed that he has the right to a lawyer and has the right to remain silent.
4. Terry and Kevin have a job delivering flyers for a local businessman. They are paid a different amount every week although the work is the same. They do some investigating and discover there's no law against this.
5. Bob continues to arrive late for class, even after the teacher explains to him why his behaviour is unacceptable. Today, he arrives late and the teacher gives him a detention after school. She says she will also talk to his parents.
6. Two girls are caught stealing cassette tapes. The store owner calls the police who then charge the twelve-year-old girl with theft. The eleven-year-old girl is sent home because the law says she's too young to be charged with a criminal offence.
7. Joe has lost his new pen and thinks he left it in the classroom. He returns at lunch time when nobody is in the room, and searches everyone's desk.
8. Rob deliberately crosschecks Bob into the boards while playing hockey. Not only is Rob suspended from the team, he is also charged and convicted of assault in the law courts. The judge fines him \$100.00.
9. Andrea refuses to obey her teacher and is sent to the office. The principal arranges a meeting with both the teacher and Andrea. After hearing both sides of the story, the principal decides to suspend Andrea from class for one week.

ACTIVITY 2

Criminal and Civil Law

(2 periods)

Generalizations

1. Laws, like other kinds of rules, often develop from values people hold.
2. Both major types of law – criminal and civil – reflect values but it is the criminal law that reflects our most fundamental values and reinforces the importance of these by punishing those who disobey.

Specific Objectives

1. The student will be able to explain the meaning of the concepts "law" and "crime".
2. The student will be able to distinguish criminal law incidents from civil law incidents.
3. The student will be able to analyze the type of fairness issue involved in criminal law incidents.

Resources

STUDENT HANDOUT 2: Criminal and Civil Law
Teacher Reference Materials

Procedures

1. What is law?

- e.g.,
- Sports Rules: pick a sport and list five rules that apply in this sport
 - School Rules: list five rules that apply in your school
 - Religious Rules: list five rules that apply in most religions
 - Home Rules: list five rules that are common in families

Examine the list of rules. How many are also laws?

Explain that laws are similar to these kinds of rules in that many develop from values people hold. Society has given legislators the power to make these rules. Courts apply and interpret the laws. People are hired to enforce these laws: e.g., police officers, crown prosecutors, prison guards.

2. What is a crime?

- Have students list some common crimes.
- Can you think of any acts that are wrong but not criminal?
- What thoughts or feelings do you associate with the words "crime" and "criminal"?
- What happens to people who commit crimes?
(see Teacher Reference Materials – "Concept of Crime" for further information)

3. Distribute Student Handout 2. Explain the chart, then have students classify the examples. (See Teacher Reference Materials, The Concept of Crime, The Concept of Criminal Law, The Concept of Civil Law, and Comparison of Criminal and Civil Procedures.) Answers to the questions in the handout are:
 1. The words 'police', 'search warrant', and 'drugs' are clues that this is a CRIMINAL CASE.
 2. This is a CIVIL CASE, to be resolved by resorting to the laws governing the inheritance of property when people die with or without leaving a will.
 3. This problem has to do with family law and is a CIVIL CASE. There are laws that help resolve custody disputes (note: the criminal law is involved when children are abducted).
 4. This is a CIVIL CASE involving the law of contract.
 5. The words 'juror' and 'murder' indicate this is a CRIMINAL CASE.
 6. Although assault can be a civil and criminal case, these facts suggest a CRIMINAL CASE because the word "charged" was used, rather than "sue".
4. Brainstorm problems students have encountered or heard about relating to fairness and the criminal law. Which ones relate to fair procedures? Which ones relate to the fairness of the sentence? Is it possible that some of these conflicts can be attributed to conflicts between the values embodied in the laws and the values held by different ethnic and cultural groups?

Option:

Invite a resource person to speak on the basic concepts of criminal law (lawyer, law student, John Howard Society representative).

Action

For one week, have students search the newspaper or magazines for articles having to do with criminal law and one having to do with civil law. If possible, try to choose criminal law articles where fairness is an issue. Be prepared to explain the articles to the class. Students who need assistance finding such articles may get help from an adult or another student.

Evaluation

Contributions to class discussion

Small group participation in devising lists of rules

Selection of criminal and civil law articles

Electives

1. This activity could be enhanced or adapted by having some of the students prepare a report outlining proposed reforms to the Criminal Code. The Law Reform Commission of Canada has published several reports. The newspapers often refer to this topic.
2. View a film or video on criminal law and report to the class.
3. Interpret this statement: "The law may be considered in two parts, civil law and criminal law: Civil law for the rich, and criminal law for the poor." or "Good laws make it easier to do right and harder to do wrong."
4. Prepare a poster about rules.
5. Write a song about rules.

STUDENT HANDOUT 2: CRIMINAL AND CIVIL LAW

There are many, many laws and these laws can be divided, roughly, into two major groups: criminal laws and civil laws. This chart explains some of the differences between them.

CRIMINAL LAW

- State vs. Individual
- prohibits acts harmful to society
- criminal laws are made by the federal government
- government will enforce (police, prosecutors)
- aim is to protect society by punishing offenders

EXAMPLES OF CRIMINAL LAWS

1. laws that deal with criminal offences such as theft, assault
2. laws that set out the procedures used in criminal cases (such as "the accused must be told the reason for arrest")
3. laws that establish defences to criminal charges (such as "insanity" or "self-defence")

CIVIL LAW

- Individual vs. Individual
- settles private disputes between individuals or groups
- laws are passed by all levels of government
- person who feels wronged must start the lawsuit
- aim is to remedy the situation

EXAMPLES OF CIVIL LAWS

1. laws governing the signing and binding of contracts
2. laws regulating corporations
3. laws about buying and selling property
4. laws about marriage and divorce
5. laws about forming unions
6. laws about wills

STUDENT HANDOUT 2 (continued)

Which of the following cases are CRIMINAL and which are CIVIL?

TYPE OF CASE

EXAMPLE:

Mrs. Green has been separated from her husband for a year and she now wants a divorce.

CIVIL

CRIMINAL

1. The police are at your door with a search warrant. They suspect drugs are in the house.
2. Your uncle has died and your family isn't sure what to do with his belongings.
3. The parents of a friend of yours are splitting up. Your friend wants to live with you but his parents say they won't allow it.
4. You receive a letter in the mail from a record club demanding payment for some records you received. You thought the records were free.
5. Your neighbour is one of the jurors in a murder trial.
6. A lady down the street has been having a lot of problems with her husband. You witnessed him beat her up last weekend. A lawyer is now asking you to come to court to testify because the man has been charged with assault.

CIVIL

CRIMINAL

CIVIL

CRIMINAL

CIVIL

CRIMINAL

CIVIL

CRIMINAL

CIVIL

CRIMINAL

CIVIL

CRIMINAL

DISTINGUISHING BETWEEN CRIMINAL AND CIVIL LAW

The distinction between criminal law and civil law is a technical one peculiar to the discipline of law. Whenever a client relates a problem to a lawyer, one of the first things the lawyer will do is classify the problem as being either civil or criminal. Some problems are both civil and criminal in nature, which means they are probably going to be more complex.

It is true that the average person does not know this. A law is a law is a law! Newspaper and television reporters often don't understand the importance of the distinction between criminal and civil laws. Their confusion is, in turn, passed on to the readers or viewers.

Like anything new, it will take time to learn this classification system. The exercise included in this unit is intended to sensitize students to the fact that this distinction between civil and criminal law can be made and that it is important.

If students are asked to give examples of familiar laws, the list might look like this:

- laws prohibiting murder, theft, assault, etc.
- traffic laws
- liquor laws
- laws requiring kids to go to school
- divorce laws
- laws requiring you to get a licence; e.g., bicycle, dog, motorbike
- adoption laws
- laws to protect the environment
- laws about renting apartments and buying homes
- laws about working; e.g., minimum wages, holiday pay
- consumer laws
- laws governing unions.

This is typical of how one's concept of law develops. At first we tend to equate law with police and prohibitions and prison (characteristics of criminal law). As we grow older and encounter other situations, we begin to realize there are all kinds of laws that regulate our daily activities: laws governing the contracts or bargains we make; laws governing our housing arrangements; laws we have to comply with to get married or divorced; laws that protect us as consumers, and so on.

Once we begin to include the civil laws in our concept of law, we can see that laws have other purposes. We see that laws can be used to regulate our affairs; to protect minority interests; to allow equal access to services such as medical care. In short, law can be used as a positive instrument.

The main reason why the criminal law/civil law distinction is important in this teaching unit is because we are focusing on the fairness of criminal procedures and sentences. The procedures that apply in civil cases are not the same. The outcome of a civil case is never referred to as a sentence. The remedy might be an injunction (e.g., an order to refrain from picketing, or polluting a river), a decree of divorce, or an order to pay damages to somebody who suffered injury or loss. One must not assume that everything learned in this unit about criminal law can automatically be applied to a civil law situation.

Students will gradually learn more about civil laws as they grow older. They won't be able to avoid it! They will begin to make contracts and will learn there are consequences if these contracts are broken (contracts for renting apartments, contracts for purchasing insurance, contracts for buying clothes and furniture on credit, marriage contracts, employment contracts). Many will marry and have children. If problems develop, a whole host of laws become important (divorce, maintenance, custody, and matrimonial property). Students will secure jobs and become interested in the laws governing holiday pay, wrongful dismissal, and maternity leave. As they grow older and have accumulated property, they will start to wonder what the law says about wills. Some will learn about the law of torts the hard way: injuring someone in a car accident is a common example.

A tort and a crime look very much alike. They are both wrongful actions that cause injury. In fact, the same action can be both a tort and a crime. However, it makes a big difference whether you are looking at it from the civil law point of view (as a tort) or the criminal law point of view (as a crime).

The act of assault can be both a tort and a crime. Suppose a man has assaulted his wife. The police are called. Why? Police investigate situations to see if criminal charges can be laid. They do not and cannot get involved if the situation is solely a civil law case. Because assault is a crime, the police can lay charges. All the procedures and considerations in this unit are relevant.

Assault is also a tort; a civil wrong. This means the woman who has been assaulted could sue in the civil courts. She'd have to see a lawyer because the police can't help. A lawsuit would be started in her name. She would be called the 'plaintiff' while her husband would be called the 'defendant'. The procedures followed in court would differ. Paper documents would be exchanged. The case would be heard by a judge (very few civil cases are heard by a jury). The standard of proof is different: a higher standard is required in criminal cases because a person's freedom is often at stake. We value our freedom highly. Most important, even the outcome would differ. Civil courts are not interested in punishing the parties to the lawsuit; instead, they solve disputes to remedy the situation. In this case, the woman might recover a sum of money, called damages, as compensation. Damages can cover specific out-of-pocket expenses like medical bills, crutches, torn clothing, etc. Damages can also be awarded to compensate a person for pain and suffering and loss of reputation.

One reason why many people become frustrated with the law is because they expect the criminal courts to perform the function traditionally performed by our civil courts. They want to be able to go to one court and get everything settled, have the accused person punished, and at the same time receive compensation.

Often, people involved in car accidents have difficulty understanding why they have to attend court twice. The reason is simple: their accident has brought both civil and criminal laws into play. As a result, they may have to go to a criminal and civil court, be subjected to criminal and civil procedures, and submit to criminal and civil 'remedies' before the situation is resolved.

The criminal courts are concerned if a driver's conduct constitutes a crime (e.g., driving while impaired; dangerous driving) and therefore is deserving of punishment. The civil courts deal with the tort of negligence, deciding issues such as whether or not the actions of the driver constitute 'negligence'; whether or not the other party shares some of the blame; and what monetary figure can be put on any injuries so as to compensate the injured party. As one can imagine, the insurance companies are interested in the civil court judgment because they usually will have to pay. The judgment of the criminal court is relevant but not conclusive because, as mentioned earlier, standards of proof vary and different issues are important.

As these notes indicate, it is important to understand the basic difference between criminal law and civil law in order to understand the legal system.

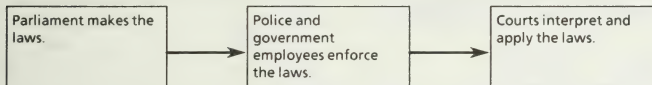
THE CONCEPT OF CRIME

1. The term "crime" does not cover a single area of activity. Crime is made up of many types of conduct. In earlier times, prevailing customs and a different set of problems no doubt caused legislators of the period to classify certain conduct as criminal. Subsequent generations may have difficulty understanding what led society in one era to classify certain conduct as criminal. For example, it is still a criminal offence to take part in dealing with witchcraft, duelling, cockfights, and three-card monte!
2. Generally speaking, a crime is conduct prohibited by the federal government because it causes or threatens serious harm to society.
3. Although all crimes are offences against the state, in most cases the involvement of the public is not obvious. For example, when a car is stolen there is an immediate victim – the owner of the car. However, all other owners of private property are affected. Their property, too, may be stolen by this same thief (or others if the thief "gets away" with it).
4. Most criminal trials begin with the assumption that the accused is innocent of the charge, or charges; it is up to the prosecutor to prove otherwise. This procedure rests upon the ethical concept that unless a person is proven to be guilty, he or she should not be punished. For example, if the offence was accidental, it would be unfair to punish the perpetrator. Proving this subjective state of mind can be very difficult. The law examines all circumstances to see if the act was done "with intent" or "recklessly". Occasionally, being "negligent" suffices.
5. Most crimes are the result of having done something specific, like hitting someone or taking something. Seldom does the criminal law punish a person for failing to act in the prevention of a crime. For example, it is not an offence to stand by while an adult or a child is being hurt. Failure to offer assistance is not a crime in the eyes of the law.
6. Generally, the criminal law holds people accountable for their own conduct, not for someone else's. Parents are not responsible for crimes committed by their children.
7. Criminal responsibility also falls on:
 - a) those who attempt to commit a crime but, for some reason, don't succeed
 - b) those who play a secondary or less obvious role in perpetrating a crime, such as driving the get-away car or acting as lookout for others.
8. Some crimes are classified "summary conviction offences" while other crimes are called "indictable offences". Indictable offences are more serious criminal acts. The procedure for handling indictable offences is more formal and lengthy than that used in summary conviction matters, and the penalties for indictable offences are greater.

THE CONCEPT OF CRIMINAL LAW

1. Our criminal law

- a) is the same all across Canada. (It is the federal government, not the provincial government, that has the power to create criminal laws.)
- b) consists of
 - laws that determine criminal offences (crimes)
 - laws that govern the procedures used in criminal cases
 - laws that establish criminal defences.
- c) is enforced by the government or state, since crimes are considered wrongs to society as a whole, not just to the individual victim. Criminal proceedings are usually instituted by the police and Crown prosecutors who are officers in service of the Crown.
- d) is interpreted and applied by the courts. In Alberta, two courts hear most of the criminal cases: the Provincial Court (Criminal Division) and the Court of Queen's Bench. Some cases can be appealed to the Court of Appeal and a few may eventually be heard by the Supreme Court of Canada.



2. Our criminal law is designed to:

- a) reinforce fundamental social values
- b) maintain order
- c) protect individual rights and freedoms.

3. It does this by:

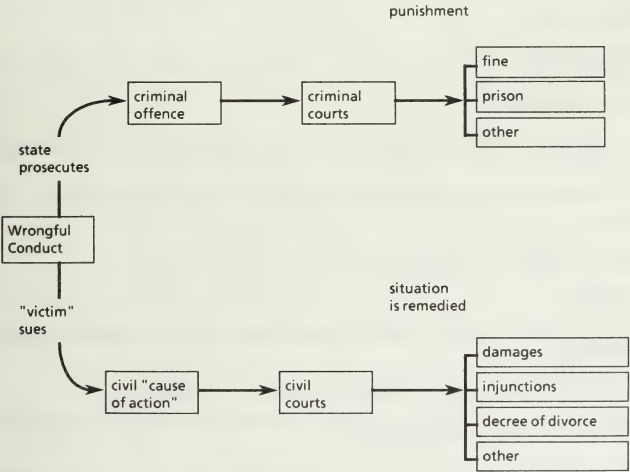
- a) prohibiting conduct that is prejudicial to the community (criminal offence)
- b) punishing those who have been found guilty and who have no legal defence against the charge.

4. Note how the concepts of guilt, responsibility and punishment are linked.

THE CONCEPT OF CIVIL LAW

1. Civil law refers to a large body of laws ranging from those that protect consumers in the marketplace, to laws governing marriage and divorce, to the laws that permit unions to strike.
2. These laws are needed to solve disputes or problems that occur in everyday life between two individuals (a corporation is considered an individual, in law) or two groups of people.
3. The state has an interest in seeing that these disputes are handled peacefully. Thus, courts are established to hear civil cases, and sometimes other government boards or agencies are created to handle civil problems (e.g., Landlord and Tenant Advisory Board, Labour Relations Board, Securities Commission).
4. The important point to note, however, is that it is up to the individual who feels harmed, or wronged, to initiate the lawsuit (not the state).
5. Generally speaking, the purpose of civil law is not to punish the parties involved in the lawsuit but, rather, to "right the wrong". Often this is done by awarding a monetary payment as compensation. Sometimes, other remedies are more appropriate, such as an injunction, an order permitting parties to divorce, and so on.
6. Because each provincial government has the power to pass civil laws, there can be great variation in these laws from province to province.

**COMPARISON OF CRIMINAL AND CIVIL
PROCEDURES**



ACTIVITY 3

Fairness and the Criminal Law

(1 period)

Generalization

People have various opinions about what laws, procedures, and sentences are fair, because people hold different values.

Specific Objectives

1. The student will be able to express, discuss, and compare opinions about fairness and the criminal law.
2. The student will be able to generalize that opinions differ because people hold different values.

Resources

STUDENT HANDOUT 3: What Do You Think?

Procedures

1. Pass out Student Handout 3. Have each student complete the survey independently, without discussion.
2. Divide students into pairs so responses can be discussed on a one-on-one basis.
3. Use the Value Survey: Tally Sheet to tabulate the responses for the entire class, or divide class into groups to help in completing this task.
4. Discuss the final results of the survey. Note any issues where opinions vary. Why is it that people do not feel the same way about these issues?

Action

Find out how members of the community feel about these questions. Make sure sample includes representatives from different occupations, sexes, ages and ethnic groups. Report back to class on findings.

Evaluation

Participation in small groups

Contributions to class discussion

Electives

1. Choose one topic in the survey about which you feel strongly. Write a "letter to the editor" giving your personal views on the topic, or draw an editorial cartoon.
2. Write up reactions to this survey and the class discussion in personal journal.
3. Some students can conduct further research into topics that interest them. For example, ask a criminal lawyer's opinion about some of these issues.

STUDENT HANDOUT 3: WHAT DO YOU THINK?

Indicate your opinions of the following statements by checking the appropriate response.

1. People accused of committing crimes have too many legal rights.
_____ yes _____ no _____ not sure
2. The richer you are, the better your chance of getting away with a crime.
_____ yes _____ no _____ not sure
3. People should be punished for failing to call the police when they see a crime being committed.
_____ yes _____ no _____ not sure
4. Only a guilty person would refuse to answer a police officer's questions.
_____ yes _____ no _____ not sure
5. Allowing victims of crime to get more involved in criminal cases is a mistake.
_____ yes _____ no _____ not sure
6. All gambling activities, including lotteries and racehorse betting, should be made illegal.
_____ yes _____ no _____ not sure
7. Every person charged with a criminal offence should be provided with a lawyer, even if he or she can't pay for the lawyer.
_____ yes _____ no _____ not sure
8. Judges should be allowed to visit the scene of the crime and talk to witnesses and the accused person before trial.
_____ yes _____ no _____ not sure
9. A person should refuse to obey laws that are not fair.
_____ yes _____ no _____ not sure
10. If two witnesses give different or contradictory stories at a trial, one of them must be lying.
_____ yes _____ no _____ not sure
11. It's okay to commit a crime so long as you don't get caught.
_____ yes _____ no _____ not sure
12. There should be one system of criminal law that applies to young and old persons alike.
_____ yes _____ no _____ not sure

SURVEY RESULTS

	YES	NO	NOT SURE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

ACTIVITY 4

A Fair Trial

(2 periods)

Generalization

Our ideas of procedures that will ensure a "fair trial" have evolved through the centuries.

Specific Objectives

1. The student will be able to give a working definition of "fair trial".
2. The student will be able to describe how another society (Ancient Greece) solved some of its disputes.

Resources

STUDENT HANDOUT 4: The Athenian Tribunal

STUDENT HANDOUT 5: A Hockey Feud

STUDENT HANDOUT 6: Instructions

Voting markers, two voting boxes or baskets

Procedures

1. Review with students the focus for this unit. Explain that besides "fair crimes" we need to have fair procedures for deciding if a person is guilty or innocent of a crime. These rules of fair procedure are incorporated into our concept of FAIR TRIAL. Americans use the term "due process of law".

Have each student write down the laws they know about which are supposed to make sure that people accused of criminal offences receive fair treatment in court; e.g., right to a lawyer, right not to incriminate self.

During the next few lessons, encourage students to refer back to this list, making additions, revisions, perhaps even deletions. More information can be gathered by watching trials on T.V. or in movies, reading, or talking to others. At the end of Activity 6, the list can be discussed in depth.

2. Explain to students that they will be examining procedures used by the Greeks to solve disputes. Throughout the exercise, they should be comparing these procedures to the ones we use today, noting similarities and differences. (See page 231.)

Distribute Student Handout 4.

- Who was allowed to take part in Athenian tribunals?
- How did tribunals decide if an accused person was innocent or guilty?
- How did tribunals decide punishments for the people they convicted?
- Why did the Athenians need a tribunal to solve disputes between individuals?

3. Students will now use the Greek tribunal to settle a modern day feud. Read page 247 for further information.

Distribute Student Handout 5 and have students complete the "Wrongs and Reasons" chart.

a) General Class Instructions

- Class will be divided into three groups: the Applewood Midgets, the Cooksville Midgets, and the tribunal.
- Each side will have ten minutes to prepare its case.
- When the teams are ready, the tribunal foreman will give one voting marker to each tribunal member and call the tribunal to order.
- A representative from the Applewood Midgets will speak first. He or she will have three minutes to explain why Paul deserves a severe punishment, perhaps death. (The tribunal foreman will time each speaker.)
- A representative from the Cooksville Midgets will then speak for three minutes. He or she will defend Paul's actions, claiming the death was an unfortunate accident.
- Without discussing the case, each member of the tribunal will decide who he or she thinks is right and will then place a voting marker in the appropriate box (in the Applewood box if Paul is guilty, in the Cooksville box if innocent).
- After all have voted, the foreman will count the votes. The winner is the one with the most votes.

b) Assign Roles

- Seven students to be Applewood Midgets.
- Seven students to be Cooksville Midgets.
- Rest to be tribunal members (appoint one as foreman).

c) Distribute Student Handout 6.

- Allow 10-15 minutes for preparation. While each side is preparing, tribunal members discuss the kind of punishment that might be appropriate for Paul if he is found guilty.

d) Conduct the tribunal

- Teams sit or stand at the front of the class on different sides of the room.
- A voting box, clearly marked with the team name, is placed next to each group.

4. Debriefing Questions

- Do you think the tribunal made the right decision? (Take a quick hand vote.)
- Why do people accept the decision of a third party (judge, tribunal, arbitrator) when the decision is not in their favour?
- Do you think the losing side will accept this judgment or will it seek its own form of justice?

Note: The basic idea for Activity 3 was adapted with permission from Of Codes and Crowns: The Development of Law. The Law in Social Studies Series, Constitutional Rights Foundation, 601 S. Kingsley Dr., L.A. 90005, pp. 27 – 30.

Action

Look for a situation in everyday life in which people behave or say things that show they believe in the "eye for an eye" principle. Record this situation in personal journal.

Evaluation

Comprehension of the Athenian tribunal process (questions outlined in Procedure 2, page 220)

Team presentations

Paragraph (tribunal members) on implications of the "eye for an eye" concept of justice

Electives

1. The proposed tribunal can be adapted or enhanced by assigning roles on the basis of students' abilities.
2. It can be further enhanced by having some students research or view a film on the trial of Socrates.
3. Other students could write a short scene that features the "eye for an eye" method of justice.

STUDENT HANDOUT 4: THE ATHENIAN TRIBUNAL

What is justice? Dozens of ancient civilizations, including the Hebrews and the Greeks, thought "an eye for an eye" was justice. This means that if you kick John, it's only fair that John can kick you back.

But what if you kill John? According to "an eye for an eye" this means that John's friends or family can kill you. Your family would then want to kill your murderer. These killings could go on and on.

Eventually the Greeks found a way to stop these blood feuds. Disputes that could not be solved were taken to a tribunal. The tribunal consisted of anywhere from a few dozen to a thousand Athenian citizens (free males, over 21 years of age) depending on the importance of the case.

The procedure was this:

1. Any Athenian citizen who felt wronged could take a complaint to the tribunal. This person, the accuser, would tell his side of the story.
2. The accused person would then get a chance to tell the story from his point of view.
3. All the tribunal members then cast a vote. If the accused person got the most votes he was set free. However, if the accuser got the most votes this meant the accused was guilty.
4. Both the accuser and the guilty person would suggest an appropriate punishment. The tribunal members voted for the punishment they thought was the fairest.
5. Decisions made by the tribunal were final.

STUDENT HANDOUT 5: A HOCKEY FEUD

Sixteen-year-old Barrie is the best player on the Applewood Midget hockey team. Paul, who is also sixteen, is the best player on the Cooksville Midget hockey team.

It is a Sunday evening and the two teams are involved in a rough game. Barrie gets a penalty for spearing Paul just ten minutes into the game. Paul scores a goal, and taunts Barrie who is still in the penalty box.

Barrie angrily shouts some racial insults at Paul, who is a member of a visible minority. Soon both teams are involved in name-calling and foul language. The referee tosses both Barrie and Paul out of the game. "Why me?" complains Paul, "He started it!"

Paul challenges Barrie to a fight, saying he won't take these insults any longer. Barrie laughs and ignores him. After the game is over, Paul follows Barrie outside the arena and asks for an apology. Barrie refuses.

Paul manages to throw one or two punches to Barrie's head before he is grabbed by some of Barrie's teammates. Thinking Barrie might hit him back, Paul kicks Barrie in the stomach. Barrie staggers and falls to the ground, gasping for air. A few minutes later he is dead.

Barrie's teammates and family are out for revenge. They claim they will not be satisfied until Paul, too, is dead.

Barrie's coach, however, has decided that enough is enough. He wants this feud stopped. He's asking the tribunal to punish Paul. Paul's coach claims that Barrie's death was a freak accident — for some reason his epiglottis didn't function properly — and Paul should be left alone.

Both Paul and Barrie did wrong, and both felt they had good reasons for doing these wrong things. Fill in the Wrongs and Reasons Chart; identify three wrongs done by each side. Give a reason that might justify or excuse each wrong action.

WRONGS AND REASONS CHART

APPLEWOOD MIDGETS (Barrie's team)

Wrong No. 1

Reason No. 1

Wrong No. 2

Reason No. 2

Wrong No. 3

Reason No. 3

COOKSVILLE MIDGETS (Paul's team)

Wrong No. 1

Reason No. 1

Wrong No. 2

Reason No. 2

Wrong No. 3

Reason No. 3

STUDENT HANDOUT 6: INSTRUCTIONS

Applewood Midgets

1. Pick a spokesperson for your group.
2. Using your Wrongs and Reasons Chart, pick the two most damaging acts Paul committed. Try to think of reasons why these actions cannot be justified and should not be excused.
3. Using your Wrongs and Reasons Chart, pick the two most damaging acts Barrie's side perpetrated. Make a list of reasons to justify or excuse those actions.
4. Using the lists you've made, write an outline of what your spokesperson should say on behalf of Barrie and his team. Be sure to put the most important things at the top of the list.



Cooksville Midgets

1. Pick a spokesperson for your group.
2. Using your Wrongs and Reasons Chart, pick the two most damaging things that Barrie or his teammates did wrong. Try to think of reasons why these actions cannot be justified and should not be excused.
3. Using your Wrongs and Reasons Chart, pick the two most damaging things Paul did wrong. Make a list of reasons to justify or excuse those actions.
4. Using the lists you've made, write an outline of what your spokesperson should say on behalf of Paul and his team. Be sure to put the most important things at the top of the list.

ACTIVITY 5

Trial by Combat

(1 period)

Generalization

The values a person or society considers to be important will have an effect on what laws, procedures, and sentences that person or society considers to be fair.

Specific Objectives

1. The student will be able to evaluate the fairness of the tribunal process, using the criteria contained in the working definition of a "fair trial".
2. The student will be able to discuss the importance of considering a society's values and beliefs before making judgments about its laws and legal procedures.

Resources

STUDENT HANDOUT 7: Trial by Combat

Procedures

1. Have students refer to their working definitions of "fair trial". Use these definitions to discuss what was fair and unfair about the Athenian tribunal process. This should be done from Paul's point of view. Some suggestions:
 - It was FAIR in that Paul's side had notice and both sides had an opportunity to present their cases. Although the tribunal members may have been biased, at least the decision was democratic – all tribunal members had an equal vote. In a sense, it was a public trial because the "public" served as tribunal members.
 - It was UNFAIR in the way the information was gathered and presented. No witnesses were called. Paul's representative couldn't ask the other side questions (no cross-examination). The arbitrary time limits of three minutes may not have been long enough to make a full explanation of Paul's position. Paul's representative may not have been skilled in presenting evidence. Since tribunal members could not discuss the case with each other, a member could not be corrected. The decision could not be appealed even if an error was discovered.
2. Explain to students that the Athenian tribunal is just one example of how people in the past determined guilt or innocence. Another method which was popular in Europe in the Middle Ages was TRIAL BY COMBAT, used in England after the Norman conquest in 1066.

Distribute Student Handout 7. Students who have difficulty reading may need some assistance.

3. Discuss the following questions with your class (or have students complete the questions individually or in small groups):

"1. What was life like in medieval Europe?

- Violent and uncertain. Europe was under constant attack from the Vikings, the Magyars, and the Islamic Arabs.
- Strength and power were necessary for survival.

2. Why did the medieval Europeans believe in trial by combat?

- They valued strength and courage, the two qualities tested in trial by combat.
- Many accepted the basic tenet of trial by combat, that might is right.
- Many believed in an omnipresent God who would supervise the trial and make sure the right side won.
- It was practical, a quick and final way of resolving conflicts and crimes."

Reprinted with permission from Of Codes and Crowns: The Development of Law. Instructor's Manual. By Coral Suter and Marshall Croddy. Los Angeles: Constitutional Rights Foundation, 1983, p. 76.

Action

Look for a situation in everyday life in which people behave or say things that show they still believe "might is right". Record in personal journal.

Evaluation

Class discussion regarding the fairness of the tribunal process and trial by combat

Electives

1. Have some students prepare a report on the fairness of the trial by combat.
2. This activity can be enhanced by having some students research other legal processes used in medieval England (trial by ordeal, oath taking, royal judgment, jury). One reference source is

Of Codes and Crowns: The Development of Law. (Booklet) Student and Instructor's Manual. By Coral Suter and Marshall Croddy. Los Angeles: Constitutional Rights Foundation, 1983.

STUDENT HANDOUT 7: TRIAL BY COMBAT

Have you heard of trial by combat? If so, you may also have heard it described as "unfair", "unjust", "barbaric", "cruel", "absurd", or just plain stupid.

Before you judge or evaluate trial by combat, consider this information about life in medieval Europe.

"Strength was important.

Between 700 and 1000 A.D. western Europe was one big battlefield. Muslims were invading from the south. Magyars attacked from the east. Viking raiders struck like lightning from the north. Fighting was normal, almost routine.

In this climate of violence and fear, only the powerful survived. Good warriors could defend their property. They could protect themselves, their families, and their underlings. Poor warriors were at the mercy of the stronger forces around them. Since success in battle meant survival, trial by combat seemed natural and logical.

Strength meant goodness.

Trial by combat depends on the belief that might and right are one and the same thing. The best fighter (the winner) is also the best person. His or her cause is just. His or her side is right. The worst fighter (the loser) is wrong.

This wasn't just an easy excuse so people could take their neighbours' belongings. It was deeply rooted in the need to survive in a violent time. Survival meant protecting your possessions, defending your dependants and strengthening your position. Anything a person did to accomplish these goals was "right" because it was 'right' to survive.

God was involved.

Most of the people who lived in western Europe during the Middle Ages were Christians. Medieval Christians believed in a Supreme Being who paid attention to what happened on earth. God played an active part in their daily lives.

This belief meant that God was involved in each trial by combat. If the 'good' side was losing, God would interfere. God would punish the wicked and see that justice was done.

Combat was swift and final.

Justice seems more just when arrest, trial and punishment quickly follow a crime. This is especially true in times of chaos. If a crime isn't solved immediately, it may never be settled. Trial by combat was a quick and final way of ending debates.

A real trial by combat wasn't a wrestling match or a toss of the coin. It was a full-out battle to the death. Two powerful knights attacked each other with all their strength. Each was mounted on an armoured horse. Each carried plenty of weapons.

The knights usually led the attack with their lances and maces. Each tried to knock the enemy off his horse or, if that failed, to kill the horse. Once dismounted, the knights used their swords and shields. Their armour was very heavy. When its weight became exhausting, both men tossed it aside and drew their daggers. They grappled in the dust until one or the other was dead.

A wounded knight could beg for mercy. The victor might even grant the request. Whether he lived or died, the loser was stripped of his wealth and power. Most knights chose death. Since a dead knight couldn't appeal his case, the judgment was final."

Reprinted with permission from Of Codes and Crowns: The Development of Law Student Guide. By Coral Suter and Marshall Croddy. Los Angeles: Constitutional Rights Foundation, 1983, p.33.

ACTIVITY 6

The Present System

(1 period)

Generalization

Although the search for fair procedures continues, our present system has incorporated many rules which are designed to ensure that a criminal trial is conducted fairly.

Specific Objectives

1. The student will be able to describe the basic process used in our courts for (a) deciding guilt and (b) for deciding what sentence is appropriate for those who are found guilty.
2. The student will be able to evaluate situations (real or hypothetical) using the "fair trial" criteria.

Resources

Playing for Keeps (video – optional)

Resource person who explains the criminal process (optional)

STUDENT HANDOUT 8: Citizen Smith (elective)

Teacher Reference Materials

Procedures

1. Using the Teacher Reference Materials, describe the basic process followed in criminal cases, or invite to class a resource person such as a police officer, a lawyer, a law student, John Howard Society educator.
2. A resource person could discuss questions relating to the fairness of this process; questions that may have surfaced in earlier discussions.
3. Have the students refer once again to their working definitions of "fair trial" (Activity 4). Discuss these rules with the class as a whole. Have they missed any? The following list can be used by the teacher for reference purposes:
 - Notice of Charge – so that accused can prepare a defense; so that accused can only be found guilty of crimes he or she is formally charged with committing.
 - Opportunity to Be Heard – so that accused can present his or her case in person.
 - Opportunity to Confront One's Accusers – so that the truth of the accusations can be questioned.
 - Impartial Judge or Jury – so that personal biases, opinions, and assumptions do not influence the final outcome.
 - Public Observation – so that members of the public can watch for injustices.

- Information Gathering – such important decisions should be made on the basis of information that is accurate, comprehensive, and relevant. Thus, the trial or hearing should follow established rules of evidence.
 - Assistance by Counsel – so that an effective and objective presentation can be made on behalf of the accused.
 - Appeal – so that decisions can be reviewed for possible mistakes.
4. Have students evaluate a situation in which the fairness of the procedures used is questioned. Students can use situations recorded in personal journals, or use examples 3, 4, 8, and 10 in Student Handout 1. The situation need not be "legal" since these criteria are useful for judging non-legal situations as well. This should be a written evaluation.

Action

1. Develop a "Code of Fair Procedures for the Classroom". First, list five or six offences, such as being late for class, failing to complete assignments, engaging in disruptive behaviour, cheating on assignments and exams, etc. Divide class into groups – each group works on an offence and develops a suggested procedure or set of steps to follow. Class discusses and reaches a consensus.
2. The class may be able to identify problems at school which could be corrected if these "rules of fair procedure" were adopted. Develop a "brief" explaining the problem and recommending some changes. Submit the proposal to the principal for consideration.

Evaluation

Description of basic steps in the criminal legal process

Contributions to class discussion

Written evaluation of situation using "fair trial" criteria

Electives

Procedure 4 may be adapted for some students by using the fictional "Citizen Smith" case study found in Student Handout 8. If the Citizen Smith case study is used, these criteria may be mentioned:

- no search warrant
- no warrant of arrest explaining the charge
- intimidation by police to get confession
- Smith is presumed to be guilty, rather than the other way around
- no trial or hearing is held
- police are both investigating the crime and judging his guilt or innocence
- proceedings are held in secret
- no right to a lawyer
- punishment too severe for the "crime".

STUDENT HANDOUT 8: CITIZEN SMITH

The time is 3:08 a.m. Low, rumbling storm clouds blot out the moon and stars, even the street lights. The rising wind flips the loose roof shingle you've been meaning to fix. Frap . . . frap . . . frap. Then a new noise, a knock – no, a banging at the door. No, they've broken in! Ten pairs of boots double-time it through your hallway. Already they're everywhere.

"Citizen Smith, you're under arrest. Come with me."

"But, I haven't done anything. What . . . ?"

There's no time for questions. No time for that last minute note your friends might find. Four of the intruders haul you from your bed, hustle you into a waiting van. Its motor is hot, running rough, perhaps burning a bit of oil judging by its smell. Their leader is already beside you. He grins, baring black, toothless gums. You fight down nausea. The van moves out.

"We've heard that you've been stealing from your employer."

"Nonsense! What could I steal from a dental floss factory?"

"You tell us, Citizen Smith."

"But I'm an honest man."

"Prove it."

"Ask my friends. Ask my employer."

"We have!"

The van swings sharply to the right.

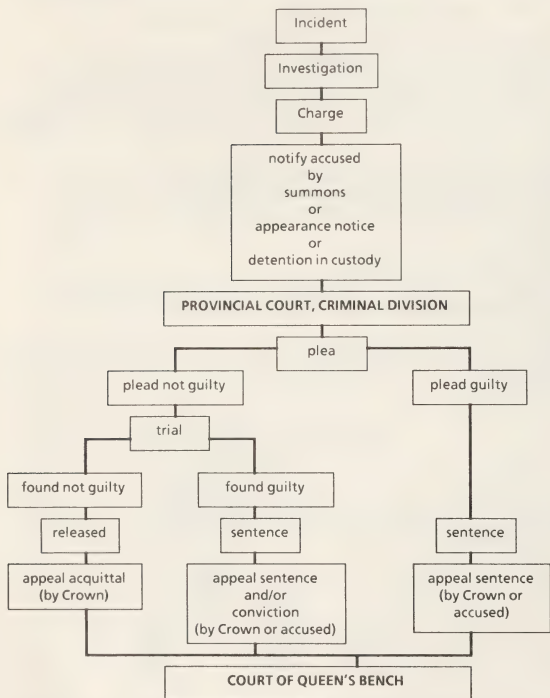
"Ah, we're here, Smith. The Citizen's Rehabilitation Centre. You're sentenced to five years." He flashes a final black grin. "By then you may have learned something about honesty."



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CRIMINAL PROCEDURE CHARTS

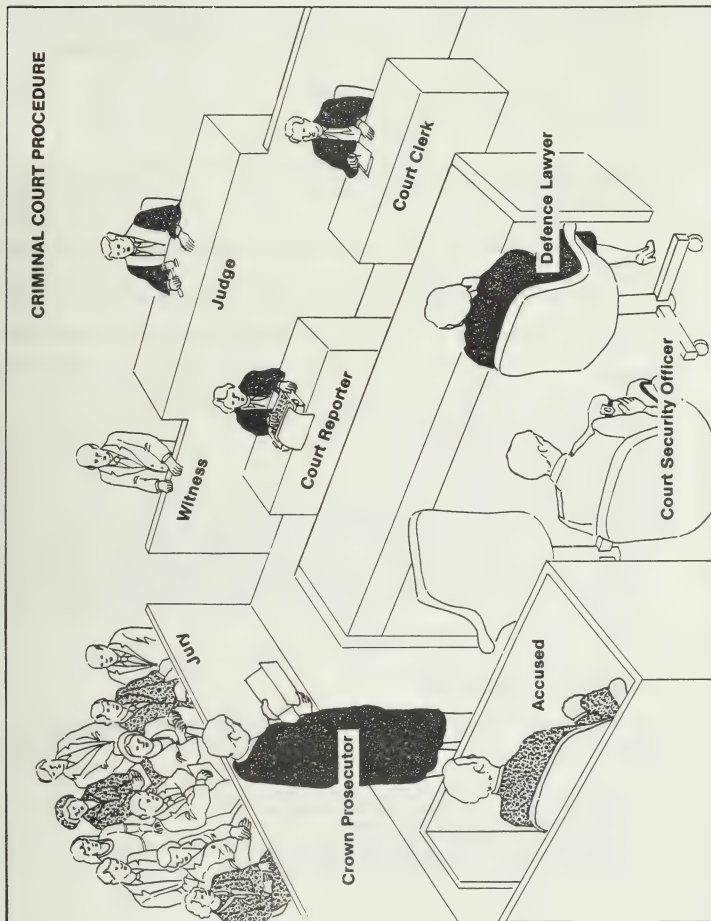
SUMMARY CONVICTION OFFENCE - SEQUENCE



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CRIMINAL COURT PROCEDURE



ACTIVITY 7

The Offender and the Sentence

(2 periods)

Generalization

Sentencing is often difficult: the judge has to consider not only what is best for the offender but also what is best for society.

Specific Objectives

1. The student will be able to explain what information a judge needs in order to arrive at a fair decision.
2. The student will be able to organize and use this information to make a decision.
3. The student will be able to consider alternatives and consequences before deciding on the sentence.

Resources

STUDENT HANDOUT 5: A Hockey Feud (from Activity 4: A Fair Trial)

STUDENT HANDOUT 9: Sentencing

STUDENT HANDOUT 10: A Balancing Act

Teacher Reference Materials

Is It Worth It? (Video – optional)

Procedures

1. Have students review the facts in Student Handout 5 from Activity 4. Explain that this story is based on a real case. Although Paul's kick was not a hard one, it probably caused Barrie to vomit. An unfortunate chain reaction followed. For some reason Barrie's air passage was not sealed off and he died because he choked on his own vomit. A jury found Paul guilty of manslaughter.
2. Pass out Student Handout 9 and discuss with students:
 - Why is such information important?
 - What else should a judge know?
3. Have students organize the information they have about Paul into the three categories set out in Student Handout 9. Some of the facts are contained in Student Handout 5. Here are some others:
 - Paul is from a middle-class family and is a good student.
 - Paul and Barrie did not get along – they had roughed each other up before this incident.
 - Paul has never been in trouble with the law.
 - The jury has recommended that Paul be given a light sentence due to his youth.
 - The maximum penalty for manslaughter is life imprisonment.

4. The judges must also consider what consequences the sentence might have. Discuss with the class who else, besides Paul, will be affected (e.g., victim's family and friends; Paul's family and friends; other law-abiding citizens will be upset if offenders aren't punished; future offenders, because this case may serve as a precedent, etc.).

Option: Visit Youth Court and/or Adult Court (Provincial Court, Criminal Division or Court of Queen's Bench). Make specific arrangement to observe sentence hearings. Prepare a report on what information seemed important in these real cases. (See Teacher Reference Materials for information on court visits.)

5. Distribute Student Handout 10. Three students could read the parts of Judges Watkins, Kwong, and Clarke. Have students complete the questions. NOTE: In the real case, the judge sentenced Paul to six months in prison.

Action

Have student groups decide on a range of penalties for the classroom offences (see Activity 6 – Action).

Evaluation

Class discussion on what information is important for sentencing decisions

Lists organizing the information about Paul

Worksheet questions

Electives

1. This activity may be enhanced by having some students gather newspaper clippings having to do with sentencing reforms. For example, there are proposals which would limit the judges' discretion by imposing fixed guidelines. These ideas for reform can be incorporated in the concluding activity.
2. This activity could be adapted by having students work in groups.

STUDENT HANDOUT 9: SENTENCING

Judges need certain information before they can decide on an appropriate sentence. This information must then be organized. Here is one way this can be done:

1. What information do I have about the crime itself?

- What is the offence? Is it a serious offence?
- How was it committed?
- Was this act "planned" or "impulsive"?
- Was a weapon used?
- Was any person injured as a result? How?
- Was any property damaged? The value?

2. What information do I have about the offender?

- Age?
- What is the situation at home? At school? At work?
- Any criminal record?
- What was the offender's attitude at the time of the offence? Now?
- What reasons does the offender give for his or her actions?
- Future plans?

3. What choices or alternatives do I have in law?

- What is the maximum penalty I can give? Minimum?
(Note: The law seldom sets out a minimum penalty.)
- What sentences have been given by judges in the past in similar situations?

STUDENT HANDOUT 10: A BALANCING ACT

Although this would not happen in real life, imagine that there are four judges who must sentence Paul – you are one of them! Here are the three other judges:

1. Judge Watkins

My name is Judge Sheila Watkins. I'm a new judge and I try very hard to be fair, balancing the rights of the accused person with the rights of society. This is a difficult case because, although Paul deserves to be punished, I think he's learned his lesson and I don't think he poses any threat to the rest of society. I'm also concerned about the effect prison might have on Paul.

2. Judge Kwong

My name is Judge Rosemarie Kwong. I know what it's like to be the object of unkind racial remarks. Nevertheless, there is absolutely no excuse for this kind of senseless act. Paul took 50 years from that boy's life. He's going to have to pay for it.

3. Judge Clarke

My name is Judge Sam Clarke. I've been a judge for 15 years. I'm sure that this boy Paul won't do anything like this again, but I'm also the father of two young boys who are involved in minor league hockey. I've got to protect my boys and others from this growing violence in sports. I want this sentence to act as a warning to other players and coaches.

These are the choices available to the judges:

1. Send Paul to prison for ten years.
2. Send Paul to prison for "two years less a day" followed by one year on probation when he is released.
3. Send Paul to prison for six months.
4. Suspend the passing of sentence and put Paul on probation for three years. If he misbehaves during this period, he has to come back to court and will probably be sent to prison.

Questions

1. What sentence do you think Judge Watkins will give Paul? Why?
2. What sentence do you think Judge Kwong will give Paul? Why?
3. What sentence do you think Judge Clarke will give Paul? Why?
4. What sentence would you give Paul? Why?
5. Did each judge give the same sentence? If not, is it fair that sentences can vary?



VISITING THE COURTS

"'Justice must not only be done, it must be seen to be done.' This saying expresses an opinion fundamental to the Canadian way of life. We believe so strongly in the value of public access to the judicial process that we have written into our constitution a guarantee of a "public hearing" in criminal and penal matters. We are somewhat sceptical that justice will be done behind a closed door.

There are some reasons why a citizen should occasionally attend the law courts. First, it is in one's self-interest to do so. Some familiarity with the courthouse is helpful in case fortune casts one as a participant in the judicial process. Second, visiting the courts makes one a better citizen. Courts are administering laws which have been made by our representatives in our name. A citizen has the duty of knowing what goes on in his name. Third, having open courts serves as a check on the standards by which officials conduct themselves.

No special arrangements need be made to visit the law courts. You may enter any courtroom and sit in the public gallery. However, you should not expect much assistance in finding out what cases are being heard. Often a list of the scheduled cases is simply posted outside each courtroom door. Court clerks can be consulted but they are often very busy. In the large law courts buildings there are officials at information desks who can show you a list of all scheduled cases. This may help you find the courtroom you want to visit.

Courtroom Etiquette

Any visitor to the courts should be aware of courtroom etiquette. Here is a list of points to remember:

1. Come neatly dressed and, if possible, wear a minimum of outdoor clothing. Courthouses do not have many places to hang coats or put rubbers, hats and gloves.

2. Men and boys wearing caps or hats will be expected to remove them as they enter the courtroom.
3. No smoking is allowed in the courtroom, nor can any food be consumed in the courtroom. Teachers may also want to forbid the chewing of gum while in the courtroom.
4. The judge has complete control over what happens in his or her courtroom. Any person who is talking or in any way disturbing the proceedings can be ordered to leave the courtroom.
5. It is customary to stand whenever the judge enters or leaves the courtroom. The clerk will direct this with the words 'All rise, the court is now in session', or 'All rise, court is adjourned'.
6. Try to be as unobtrusive as possible when entering a courtroom which is already in session. You will note that lawyers and other officers of the court will, in similar situations, bow to the judge both at the courtroom door, and again at the very front section. The public is not expected to bow.
7. When the judge addresses anyone in court, that person should stand up before replying to the judge.
8. It is always permissible to address a judge as 'Sir' or 'Madam'. You will also notice that judges in Provincial Court are called 'Your Honour' while judges in the Court of Queen's Bench or Court of Appeal are called 'My Lady' or 'My Lord'.

The Court Visit as a Field Trip

Court visits are popular field trips for teachers of law units but like all field trips, a lot of preparation is required. To assist teachers in deciding whether or not to plan such a visit, some points to keep in mind will be listed. Assuming these administrative matters pose no problem to the teacher, further information is given on how to actually plan the visit and what to expect from such a visit.

Points to Keep in Mind

1. You cannot guarantee what the students will actually see or learn. This is because court schedules are unpredictable and subject to last minute changes. Civil trials that have been scheduled for weeks may be cancelled because the parties settle at the last minute. Adjournments in criminal matters can also change the schedule of events.

2. It will be necessary to set aside an entire morning or afternoon and this may involve juggling the school timetable. Courts generally are in session from 9:30 a.m. or 10:00 a.m. to noon and again from 1:30 p.m. until 4:00 p.m. Sometimes the court finishes early and you are left with a group of students but not much to see!
3. Teachers of elementary students may want all 30 students in one courtroom – if so, it will be awkward to move them to another courtroom without causing a disruption. Older students could be divided into smaller groups, each group visiting a different courtroom. This means that the teacher must bring along more adult supervisors. It also means that the teacher loses some control over what the students see.
4. Depending on the age of the student, some cases will be inappropriate to view. Judges are reluctant to allow students to witness the prosecution of certain sexual offences. Sometimes the movement of students in and out of a jury trial will distract the jury members so much that the judge will not allow the students to enter. Sometimes a fellow classmate is being tried in which case the teacher should try to steer the students to another courtroom. All these factors combine to further limit the choices available to the students.
5. Students often find it difficult to hear what the judge, lawyers, clerks and witnesses are saying. This means they should be seated as close to the front as possible. However, sitting at the front makes it harder to exit without causing a disruption.

Planning the Court Visit

1. Find out what courts are available in your area. Courts are listed in the phone book under GOVERNMENT OF ALBERTA, ATTORNEY GENERAL. In Edmonton or Calgary, it is possible to visit these courts:

Court of Appeal
 Court of Queen's Bench
 Provincial Court, Criminal Division (Criminal Court)
 Provincial Court, Small Claims Division (Small Claims Court)
 Provincial Court, Youth Division (Youth Court)

In smaller areas, it may only be feasible to visit Provincial Court, Criminal Division. Since April 1, 1984, Youth Court has been open to the public. The only court which is generally NOT open to the public is Provincial Court, Family Division. Here the individual's right to privacy supercedes the public's right to know what is going on.

2. If you have a choice, decide which court is most appropriate to visit. Younger students may relate better to Provincial Court, Criminal Division where there is a greater variety of cases being heard and a more informal atmosphere. Junior high students may gain more if they visit the court they are learning about in class. This would mean Small Claims Court and Youth Court. High school students will benefit from a visit to any level of court.

3. Phone the court you have selected to see if student tours are available. Generally speaking, tours are only held in the Court of Queen's Bench. Teachers are otherwise on their own unless they can enlist the aid of a resource person such as an off-duty policeman, lawyer, or law student to help lead the visit.

What Can My Students Learn?

1. A visit to the courts will give students the opportunity to see for themselves how cases are tried in court and how our court officials function. They will start to formulate their own conclusions on whether the legal system works the way it should. This introduction to the legal system may develop into an interest which is carried forward into their adult lives.
2. Watching a live court in action can teach information which is difficult to convey in a classroom. For example, it is difficult to visualize a courtroom without actually seeing one.
3. If properly timed, a court visit can reinforce classroom learning. For example, once the basics of criminal procedure have been taught, students can visit criminal courts to watch how these procedural rules operate. Questions will arise which, in turn, can lead to more learning back in the classroom.
4. Visiting the courts will inform students about the difference between real courts and what the students have previously seen on TV or in the movies.
5. If arranged, many judges, lawyers, clerks, and court officers are willing to spend some time talking to the students about their jobs. A discussion in this setting is often more interesting to students than a similar one held back in the classroom. Moreover, judges are usually too busy to visit the classroom.
6. Some students may consider careers associated with the law after witnessing the court officials."

Reprinted with permission from Alberta's Court System. By Margaret Ferguson. Edmonton: Legal Resource Centre of Alberta Ltd., 1985, pp. 15-19.

ACTIVITY 8

The Witness and the Trial

(1 period)

Generalizations

1. There are many people involved in the interpretation and enforcement of our criminal laws, and the values and beliefs of these people can both enhance or hinder the effort to ensure the fairness of a trial.
2. The success or failure of a trial may be affected by the ability of the witnesses to observe, recall, and relate accurate information.

Specific Objectives

1. The student will be able to examine reasons for contradictions in eyewitness accounts.
2. The student will be able to generalize about how the ability of a witness might affect the fairness of a trial.

Resources

STUDENT HANDOUT 11: Mock Crime
Mock Trial Kit
Teacher Reference Materials

Procedures

1. Discuss television programs dealing with criminal trials (L.A. Law, Street Legal, Perry Mason, etc.). Brainstorm a list of the people who are present in the courtroom. This list will include crown prosecutors, judges, jurors, police officers, court clerks, court reporters, and WITNESSES.
2. Stage a mock crime. Arrange to have a person rush into the classroom. This person, after getting the students' attention by knocking over a chair, etc., will commit a crime (e.g., steal the teacher's purse) and then rush out of the room. The "criminal" could be wearing different coloured socks, or shoes – something to test the student "witnesses".
3. Distribute Student Handout 11. While students are completing the worksheet, write on the blackboard the items to be described. When students have finished, list the range of responses on the board. Then have the "criminal" step back into the room.
4. Discuss with students why their descriptions vary. Why is it so difficult to give an accurate description (e.g., It happened too quickly. I was concentrating on something else at the time. I couldn't see that far away. I've never been able to judge a person's weight. I never do well under stress. I forgot. I can never explain what I see very well.)?
5. Have students write a short paragraph explaining how witnesses can enhance or hinder the effort to ensure the fairness of a trial.

6. Refer to the Teacher Reference Materials, "The Cultural/Ethnic Perspective", for ideas on how this activity might be used to explore ethnic implications.

Action

Many people do not want to be witnesses and getting them to attend trials is a problem. Sometimes it is because the courthouses have poor facilities for witnesses – no waiting room, no parking facilities. Sometimes it is because there is no one to brief the witnesses as to what is expected of them. Investigate the facilities and services for witnesses at the local courthouse. Prepare a written or oral report with suggestions for improvement.

Option:

1. Have the class participate in a mock trial, using one of the kits prepared for this purpose. Objectives for Activities 8 to 11 can be achieved using the mock trial activity. It is an option that is particularly suited to accommodating students with varying abilities.
2. Test the observational abilities of other students, friends, parents, etc. Devise a quiz with questions like "How many sides does a banana have?" "Whose face is on the front of a \$10 bill?" "Is the red half of a Campbell's soup label on the top or bottom of the can?" "What is the colour of your car seat?" Report back to class on findings.

Evaluation

Contribution to group discussion

Paragraphs on witnesses

STUDENT HANDOUT 11: MOCK CRIME

Directions: You have just witnessed a serious crime. You have been asked to provide a detailed description of the suspect. In the next five minutes, please use this sheet to give a description, including the following:

Height _____

Weight: _____

Hair colour: _____

Eye colour: _____

Age: _____

Sex: _____

Clothing: _____

Any other distinguishing features:

Describe the crime:

Used with permission from Law in the Classroom: Activities and Resources, Revised. By Mary Jane Turner and Lynn Parisi. Social Science Education Consortium, Boulder, Colorado, 1984, p. 167.

THE CULTURAL/ETHNIC PERSPECTIVE

Law-related educators are beginning to realize the importance of helping students develop a sensitive understanding of the relationship between law and ethnicity in our society and in the world. Unfortunately, there are not many law-related materials available to assist teachers. Teachers reject superficial comparisons between the laws and procedures of different countries or cultures, and rightly so. Such treatment often reinforces stereotypes. In the words of Cortés, it may actually hasten the "hardening of our perceptual and attitudinal arteries".

These two articles encourage teachers to start developing a cultural/ethnic perspective when teaching about the law:

1. Carlos E. Cortés, "Multicultural Law and Humanities Education: Preparing Young People for a Future of Constructive Pluralism," Daring to Dream, American Bar Association, 1980, pp. 56-61.
2. Stephen Conn, "Another View . . ." Daring to Dream, American Bar Association, 1980, pp. 62-65.

According to Cortés, implementation of this perspective requires:

1. The selection of cases and mock trial fact situations that explicitly deal with ethnicity. The teacher should have students consider cultural and ethnic implications in these cases.
 - Activity 4, Student Handout 5, revolved around a case in which the accused was black. Racial implications were very prominent in the real case (see "Game Misconduct" in Volume II of the Scales of Justice series, Ten Famous Criminal Cases Recreated, edited by George Jonas, CBC Enterprises, p. 279).
 - Activity 11, the jury simulation, uses a fact situation obtained from the same book (see "The Scopelliti Case" on p. 125). The implications of being an immigrant unable to understand much English can be explored.
 - Activity 10, "You Be the Judge", specifically examines racial bias in decision making.
2. That law (e.g., legal procedures, sentences) be viewed from the perspectives of the various ethnic and cultural groups that compose the community.
 - Have students conduct surveys or interview representatives of these groups. How do they feel about the various issues being discussed in class?
 - Invite representatives to class to speak about their perspectives and explain alternatives to our legal system (e.g., Native tribal councils, Chinese benevolent societies).
3. An examination of how officials in our legal system react to different ethnic and cultural groups.
 - Are the various ethnic groups well represented amongst judges? Lawyers? Jurors?
 - Would a judge, lawyer, etc., from another ethnic background be more or less sympathetic to problems faced by an accused person? What do students think about Judge Kwong's reaction (Student Handout 10)?
 - Talk to an Italian lawyer or a Ukrainian lawyer or a Chinese lawyer, etc. Who do they have for clients? Do Italians prefer Italian lawyers? Why?

4. An investigation into the values of different ethnic and cultural groups in Canada. Do they share the same social values which are embodied in our laws? If not, how do they reconcile their different beliefs?
 - This is a long-term project. One has to be on the lookout for good articles, books, resource people.
 - Activity 5 exercise on trial by combat underscores the importance of considering societal values.
5. The development of sensitivity to the fact that we are affected by the attitudes of our friends and family toward other ethnic groups. We are also affected by the media!
 - Have students note how law is dramatized on television, in books, in movies, in magazines, in newspapers, etc. What perspective is being conveyed about ethnic groups in relation to the law? Is the accused poor and often an immigrant? Is it a coincidence that all the lawyers on the television program L.A. Law represent a prominent minority group? What does this say about societal values?
6. Consideration of how an ethnic group might change the law so as to attain equality and justice.
 - This requires students to look at law not as a set of rules and procedures fixed in time and place but as an instrument of society, reflective of social values, capable of change. Most Grade 8 students will resist this view of law, if Piaget is correct.

There are several opportunities in this teaching unit for exploring the cultural/ethnic perspective. A few have been identified. The rest will become apparent, says Stephen Conn, to those teachers who "listen, listen, listen and observe". The guidelines suggested by Cortés should help!

Other articles and publications which may be of interest to the teacher are listed below. Note, however, that not all references are to criminal law.

1. John E. Walsh. "Does Sweden Have a Better Idea?" Update. American Bar Association, Spring, 1979, pp. 21-23.
2. David Schimmel. "Lawyers in the Street." Update. American Bar Association, Fall, 1984, p. 22.
3. William Chapman. "Japan: The Land of Few Lawyers." Update. American Bar Association, Winter, 1982, p. 58.
4. American Bar Association. Update (Law Around the World). Vol. 4, No. 3, Fall, 1980.
5. Jim Hackler. Stealing Conflicts in Juvenile Justice: Contrasting France and Canada. Centre for Criminological Research, University of Alberta, Edmonton, 1986.

ACTIVITY 9

The Lawyers and the Trial

(2 periods)

Generalizations

1. Rules of evidence have been developed so that the decision as to guilt or innocence is based on accurate, truthful, and relevant information.
2. The lawyer's ability to question witnesses may affect the outcome of the trial.

Specific Objectives

1. The student will be able to explain how the rules of evidence help protect an accused person's right to a fair trial.
2. The student will be able to recognize properly worded questions.
3. The student will be able to generalize about how a lawyer's ability to ask questions might affect the fairness of a trial.

Resources

STUDENT HANDOUT 12: Rules of Evidence

STUDENT HANDOUT 13: The Missing Lunches

Mock Trial Kit (optional)

Procedures

1. Students:

"Imagine you have been charged with a serious crime. The government will pay for your lawyer. You can choose any lawyer you want. How will you know if someone is a good lawyer? What qualities or skills are you looking for?"

List the responses. Did anyone mention the ability to question witnesses effectively? If not, explain that this is an important skill which takes time to perfect, as they will discover. (Save the list.)

2. Distribute Student Handout 12 and discuss the four rules of evidence.
3. Distribute Student Handout 13: The Missing Lunches. This exercise could be done by students working individually, or in small groups of two or three. Here are some sample questions the students may develop:

- Hearsay: "What did Bob say to Gerry?"
 - Opinion: "Does Mark have emotional problems?"
 - Irrelevant: "Was that a bag of Crispy potato chips?"
 - Leading: "Did you have a green apple in your lunch?"
 - Acceptable: "What was in your lunch?"
4. Ask a student to read out one question he or she developed. The rest of the group must identify the question as being "hearsay", "opinion", "irrelevant", or "leading". If the question is acceptable, they should not say anything.

Option:

Mock Trial Note: teams of lawyers can be useful instead of having one or two lawyers per side if the teacher wants to emphasize the development of questioning skills.

Evaluation

Contribution to discussion on qualities of a lawyer

Missing lunches exercise – ability to construct improper and proper questions

Electives

1. This activity can be adapted by having the teacher join one of the groups "in role" as the narrator of the story.
2. This activity can be enriched by having some students research the reasons behind each rule of evidence.

STUDENT HANDOUT 12: RULES OF EVIDENCE

Lawyers must ask questions that conform to the rules of evidence. These rules have been developed through the years to help ensure a fair trial.

1. The Rule Against Hearsay Evidence

Don't

Don't ask the witness to repeat gossip or rumours.

Example:

"What did your neighbour say about the accused?"

Why Not?

Unless the originator of the information is also a witness, the court has no way of testing the truth of the information.

Do

Ask witnesses to repeat what they actually saw or heard or know.

Example:

"What did you see when you looked out of the window?"

2. The Rule Against Opinion Evidence

Don't

Don't ask the witness to give an opinion about things that aren't common knowledge (unless the witness has been called as an expert in the field).

Example:

"Was the accused drunk?"

Why Not?

The court wants to base its decision on knowledgeable opinions. For example, while many people may have opinions on why a person is sick, the court would want to hear a doctor's opinion.

Do

Ask witnesses for opinions about things that are common knowledge.

Example:

"How tall was the man?"

STUDENT HANDOUT 12 (continued)

3. The Rule Against Leading Your Witness

Don't

When a witness for your side is on the witness stand, don't ask questions that suggest the answer.

Why Not?

The court can't be sure if these answers are those of the witness or those of the lawyer, since the lawyer is not giving the witness a chance to tell the story in his or her own words.

Do

Ask questions that allow your witness to give more than a yes/no answer.

Example:

"Was the light red when you entered the intersection?"

Example:

"What colour was the light when you entered the intersection?"

Note: This rule does not apply when asking questions of the other side. This is called cross-examination and it is often necessary to ask leading questions to make sure the other side's witness is telling the truth.

4. The Rule Against Asking Irrelevant Questions

Don't

Don't ask questions that have nothing to do with the case.

Why Not?

The court could be confused by all these unimportant details.

Do

Ask questions that are relevant.

Example:

"How do you get along with your teacher at school?"
(The real issue is whether the person had anything to drink that night.)

Example:

"Was there liquor at the party?"
(The real issue is whether the person had anything to drink that night.)

STUDENT HANDOUT 13: THE MISSING LUNCHES

"On March 17, as I was walking home from school, I heard shouting behind me. When I turned around I saw Bob and Gerry, two friends from my Grade 8 social class, and they were arguing. I joined them.

Bob said that he saw another guy, Mark, hanging around Gerry's locker yesterday and then Gerry's lunch was gone at noon. Mark is a guy who is often in trouble and I think it would be just like him to snatch somebody's food. Bob was arguing that Gerry should go and have it out with Mark. He accused Gerry of being scared of Mark. Gerry argued that he didn't have enough proof.

My lunch was missing at noon today. It was a green apple, a salmon sandwich, and a bag of chips. I remember seeing Mark by my locker this morning and he was eating a green apple at lunch.

We decided we had better go and warn Mark that he'd better not steal any more lunches."

Reprinted with permission from Youth Court Mock Trial. By John Howard Society of Alberta, 1987.

Assume you are questioning the narrator of this story.

Write down:

- a) one hearsay question
- b) one opinion question
- c) one irrelevant question
- d) one leading question
- e) now rephrase the leading question so it would be acceptable.

ACTIVITY 10

The Judges and the Trial

(1 period)

Generalization

Our system of justice requires judges to be impartial; meaning that personal values, biases, and opinions must not be allowed to influence the outcome of a trial.

Specific Objectives

1. The student will be able to take part in reaching a group decision through consensus, and offer reasons in support of the decision.
2. The student will be able to compare decisions reached by the different groups and explain why they might vary.
3. The student will be able to discuss how a judge's opinions, values, and biases might affect a decision.

Resources

STUDENT HANDOUT 14: You Be the Judge
Notes to the Teacher (See Activity 8)
Mock Trial Kit (optional)

Procedures

1. Judges Panel
 - a) Divide the class into four sections or judges panels.
 - b) Refer to Student Handout 14 – give one case description to each group. Note that the facts in each case are the same, except for the offender's name. Ensure that each group sees only its case and that the groups are as far apart as possible.
 - c) Give the groups 10-15 minutes to arrive at a decision. Remind students to group the information before making the decision. (Refer to Student Handout 9.)
 - The offence is properly called "trafficking in a narcotic".
 - Maximum penalty for an adult convicted of this offence is life imprisonment.
 - Young offenders cannot be treated more harshly than would an adult.
 - Custody should only be used for young offenders who commit very serious offences or who are considered dangerous.
 - d) Bring the groups together to report. A representative from each group will stand and briefly summarize the decision (name of offender, background, sentence, and reasons). Summarize this information on the board.

2. Group discussion – look for differences in the severity of the sentence or disposition.

a) How do the groups rationalize their decisions?

- Although any one of these dispositions could be justified, judges would probably reject options 1 (fine only) and 6 (custody for one year). A fine would probably be considered too soft for an offence such as this. The parents might pay the fine, in which case no lesson is learned by the youth. Maybe the youth will sell more drugs to pay the fine! Custody is the most severe disposition that can be given by the judge. Three years in custody is the maximum length of any term for young offenders. Custody for one year is probably not warranted for a first offender who commits a non-violent offence.
- The other four options are all reasonable.
- Option 2 (probation for six months) is harsher than a fine because some limits have been placed on the young person's freedom. For example, the youth must stay out of trouble and appear before court when required to do so. Other conditions can also be imposed. In this case, the young person might be ordered to attend school regularly, live at home with his parents, abstain from using drugs, report to and be under the supervision of a youth or probation worker. This disposition would allow the offender to carry on with his life, but in a supervised way.
- Option 3 (probation for six months plus a \$500 fine) would be preferred by a judge who feels the offence is serious and who wants to deter the young person from future trafficking. Many young people enrol in fine option programs where they can do community work in lieu of being paid. These programs appeal to many judges.
- Options 4 and 5, because they involve custody, are less attractive to most judges. However, a judge who intensely dislikes drugs and drug trafficking might consider a short term in custody to be necessary. One consideration, however, is that the youth's home life and schooling may be adversely affected by the disruption.

b) Did any group think the name of the accused influenced them?

- We do stereotype by name. Bias may have been a factor in these decisions. For example, assumptions were probably made about the quality of the home life. These assumptions might cause one to prefer custody over probation and vice versa. Assumptions may also have been made about the offender's chances of being reformed; of staying away from drugs.

c) Do you think a real judge would be influenced by the appearance of the accused person?

- Why not? Don't we all do this? Lawyers always instruct their clients as to what dress would be considered appropriate to wear in court.

d) What other factors could influence a judge?

- How well the person expresses himself or herself. The Donald Marshall inquiry uncovered the fact that Marshall's way of speaking caused many people to think he was guilty.

- The person's demeanor. Confident? Remorseful? Polite?
 - Previous experiences with people of different ethnic origins or cultural backgrounds.
 - Physical facilities. Some judges have been known to fall asleep in overcrowded, stuffy courtrooms.
 - Public pressure or opinion; e.g., picketing outside the courtroom.
- e) What do you think an accused person can do if he or she suspects the decision was affected by the judge's prejudices?
- Investigate the possibility of appealing the decision. This will be difficult unless the transcript of the court proceedings provides some basis for the claim.
- f) Do you think there is an even greater chance that a jury could be influenced by biases?
- judges are trained to look at the facts and apply the law to these facts. This process should minimize the effect of bias.
 - jurors have to reach a consensus, so strong biases won't likely be tolerated by the others.
 - in 1977, a research team administered a nation-wide public opinion poll for the Law Reform Commission of Canada. People were asked this question: "In a criminal trial, which do you think is more likely to arrive at a just and fair verdict – a judge, a jury, or both equally?" Half of the respondents felt both judges' and jurors' verdicts are equally fair and just. Of the other half, most thought jurors were more fair. Not surprisingly, Canadian judges (in a separate survey) feel they are more likely to arrive at just and fair verdicts! (Survey analysis can be found in The National, December 1984, p. 9.)

Action

Conduct a survey (similar to the 1977 Law Reform Commission of Canada survey) in their community.

Evaluation

Participation in judges panel

Contributions to group discussion

Electives

1. This activity could be enhanced by:

- watching a film or video on the subject
- interviewing a judge to find out how he or she remains "objective"

STUDENT HANDOUT 14: YOU BE THE JUDGE

CASE NUMBER 1

The defendant, John MacDonald, has been found GUILTY of selling a \$40 quantity of marijuana to an RCMP narcotics agent. You are to determine the sentence that should be imposed.

The facts: John is fifteen (15). He is the oldest of four children and is well-liked by his classmates and teachers. He has repeated one year. He says it's because he doesn't like studying. His father works in a Department of Transport office and his mother has a part-time secretarial job. He enjoys sports and is a member of his class intramural team. This is his first offence.

Choose one of the following options:

1. order the young person to pay a \$500 fine
 2. place the young person on probation for six months
 3. place the young person on probation for six months plus order him to pay a \$500 fine
 4. commit the young person to custody for a period of three months
 5. commit the young person to custody for a period of six months
 6. commit the young person to custody for a period of one year
-

CASE NUMBER 2

The defendant, Awasin Whitefish, has been found GUILTY of selling one \$40 bag of marijuana to an RCMP narcotics agent. You are to determine the sentence that should be imposed.

The facts: Awasin is fifteen (15). He is the oldest of four children and is well-liked by his classmates and teachers. He has repeated one year. He says it's because he doesn't like studying. His father works in a Department of Transport office and his mother has a part-time secretarial job. He enjoys sports and is a member of his class intramural team. This is his first offence.

Choose one of the following options:

1. order the young person to pay a \$500 fine
 2. place the young person on probation for six months
 3. place the young person on probation for six months plus order him to pay a \$500 fine
 4. commit the young person to custody for a period of three months
 5. commit the young person to custody for a period of six months
 6. commit the young person to custody for a period of one year
-

STUDENT HANDOUT 14 (continued)

CASE NUMBER 3

The defendant, Ali Mehat, has been found GUILTY of selling one \$40 bag of marijuana to an RCMP narcotics agent. You are to determine the sentence that should be imposed.

The facts: Ali is fifteen (15). He is the oldest of four children and is well-liked by his classmates and teachers. He has repeated one year. He says it's because he doesn't like studying. His father works in a Department of Transport office and his mother has a part-time secretarial job. He enjoys sports and is a member of his class intramural team. This is his first offence.

Choose one of the following options:

1. order the young person to pay a \$500 fine
 2. place the young person on probation for six months
 3. place the young person on probation for six months plus order him to pay a \$500 fine
 4. commit the young person to custody for a period of three months
 5. commit the young person to custody for a period of six months
 6. commit the young person to custody for a period of one year
-

CASE NUMBER 4

The defendant, Lee Wong, has been found GUILTY of selling one \$40 bag of marijuana to an RCMP narcotics agent. You are to determine the sentence that should be imposed.

The facts: Lee is fifteen (15). He is the oldest of four children and is well-liked by his classmates and teachers. He has repeated one year. He says it's because he doesn't like studying. His father works in a Department of Transport office and his mother has a part-time secretarial job. He enjoys sports and is a member of his class intramural team. This is his first offence.

Choose one of the following options:

1. order the young person to pay a \$500 fine
 2. place the young person on probation for six months
 3. place the young person on probation for six months plus order him to pay a \$500 fine
 4. commit the young person to custody for a period of three months
 5. commit the young person to custody for a period of six months
 6. commit the young person to custody for a period of one year
-

Adapted with permission from "Home Base: Strategies for Teaching Human Rights in Ontario." By Mavis C. Burke and Kathleen Fraser. Unpublished document. 1979.

ACTIVITY 11

The Jurors and the Trial

(2 periods)

Generalization

The liberty of the jury to decide as it sees fit – even if it arrives at a decision that is different, perhaps, than that of the judge – is central to our system of justice.

Specific Objectives

1. The student will be able to explain the meaning and implications of this statement: "A judge may try to open the eyes of the jurors, but not lead them by the nose."
2. The student will be able to express an opinion about whether it is right for jurors to defy laws they think are wrong.

Resources

STUDENT HANDOUT 15: Bushell's Case

STUDENT HANDOUT 16: Jury Verdict

Mock Trial Kit

Procedures

1. Class discussion about the role of a juror:
 - What does the jury do in a jury trial?
(Observe and listen to all the witnesses; listen to the judge's explanation about what the law is; decide guilt or innocence through consensus. Vote must be unanimous, otherwise another jury is chosen.)
 - Do you know anyone who has served on a jury?
 - If so, did this person consider it to be a worthwhile experience?
 - Do you think judges always agree with the jury verdict?
 - Can a judge force a jury to change an "improper" verdict? (This question will be answered more fully in the next activity.)
 - Why do you think a person would choose to be tried by twelve people who were not trained in the law?

"Our civilization has decided, and very justly decided, that determining the guilt or innocence of men is a thing too important to be trusted to trained men. It wishes for light upon that awful matter, it asks men who know no more law than I know, but who can feel the things that I felt in the jury box."

(from Gilbert Keith Chesterton's essay, "Twelve Wise Men")

2. Refer to Student Handout 15. This story may be presented more effectively if it is read aloud to the students, either by the teacher, or a student.

Discuss what was meant by saying that "A judge may try to open the eyes of the jurors, but not lead them by the nose."

- Does this mean that jurors can "free" someone who is really guilty of a crime?
 - Is this fair? Do you think it happens often? In practice, there are very few cases where a jury has defied the law.
3. Conduct a jury simulation. Divide the students into groups of twelve, if possible. Pass out a copy of Student Handout 16 to each student. Instruct student "jurors" to review the facts and then reach a verdict based on these facts. All have to agree on the verdict. When each jury has reached a verdict (or after a certain length of time), have one person (the jury foreman) stand and read the verdict to the class.
4. Debriefing discussion
- How did the jurors reach a decision?
 - Did the groups agree on a certain process or procedure?
 - Did everyone get a chance to express his or her point of view?
 - Was it difficult (or impossible) to reach a consensus? If so, why?
 - Are all the verdicts the same? If not, do you think this might happen in real life – the decision being based on the individuals involved? Is this fair?
 - How might this verdict have an effect on other store owners? Will they now be arming themselves? Did you think about this when you were making your decision?

Action

Conduct a community survey asking if it is right for jurors to defy laws they feel are wrong.

Evaluation

Contribution to class discussion

Participation in jury group – willingness to assume the responsibility of a juror so that a decision can be obtained

Electives

1. Some students could observe a "jury selection" at the Court of Queen's Bench and present a written or oral report on the process, explaining what they think is fair or unfair about the procedure.
2. Although the majority of people are in favour of jury trials, there are disadvantages. Some students could interview lawyers, to find out some problems with the jury system.

STUDENT HANDOUT 15: BUSHELL'S CASE

William Penn, the man who founded the State of Pennsylvania, was involved in a famous trial in England in 1670.

William was a Quaker and Quakers were a despised sect at that time. On August 14, 1670, William Penn and another Quaker, William Mead, were arrested and charged with "creating an unlawful assembly".

Both men pleaded "not guilty" to the charge and it soon became evident, at the trial, that they were going to put up a good fight. Mead refused to answer incriminating questions. Penn angered the judge by asking to see, in written form, the law that he had supposedly broken.

These, and other outbursts, angered the judge so much that the jury were instructed to convict the two prisoners or suffer the consequences. However, the jurors could not agree on a verdict. They were brought back into the courtroom and the foreman, Edward Bushell, was threatened by the judge.

The jurors were sent out again. They returned with a verdict of "not guilty" for Mead, and "guilty of only speaking or preaching" for Penn.

To pressure the jury to reach the "correct" verdict (guilty for both prisoners), the jurors were locked up for the night. The Lord Mayor said he would cut Bushell's throat as soon as he could.

The next morning, the jury gave the same "incorrect" verdict. They spent another night without water or chamber pot. As a result the next verdict was different. The jurors found both Penn and Mead "not guilty!"

Each member of the jury was fined. Eight paid the fine but four, including Bushell, refused. These four were sent to prison. While in prison, the jurors filed an application claiming they were illegally fined and imprisoned.

One year later, the famous "Bushell's Case" was heard. The court said that the jury could not be punished for its verdict. "The law is clear," said the Chief Justice, "a judge may try to open the eyes of the jurors, but not lead them by the nose."

STUDENT HANDOUT 16: JURY VERDICT

Facts of the Case

1. At 9:55 p.m., five minutes before closing, on January 22, two young men walk into a grocery store.
2. The owner of the store, an immigrant, recognizes them. They had vandalized his store, two years ago. They have a reputation for being tough. They are much bigger and stronger than he is.
3. One man approaches the counter, asks for gum, and throws down a quarter. He chews the gum, says it's no good, takes it out of his mouth, and throws it at the store owner's face.
4. The store owner returns the quarter and asks them to leave.
5. Instead of leaving, the man who had had the gum throws a punch at the store owner, but misses.
6. When the owner threatens to call the police, the response is "I'll kill you before that . . . Gimme the money!"
7. The store owner reaches for a loaded gun under the counter. He fires five shots, then two more. Both men are hurt.
8. The owner immediately calls for an ambulance. Two police officers arrive at the scene. One constable claims the store owner said "I shoot them. They give me a hard time." The other constable disagrees, saying all the owner said was "I shoot them."
9. Both men die. They were seventeen years old.
10. The store owner is married, has two children, is extremely hard working (works seven days a week, twelve hours a day) and has no criminal record. The store owner is charged with second degree murder. The Crown would have you, the jury, believe that this was a frustrated and angry store owner who deliberately shot the two young men. The defence wants you to believe that this was a fearful store owner who shot them in self-defence and who believed he could not save himself from death or grievous bodily harm in any other way.

Verdict

We, the members of the jury, find the accused _____
(guilty/not guilty)

ACTIVITY 12

Age of Responsibility

(1 period)

Generalization

Lawmakers have chosen a fixed rather than a flexible standard for determining when young people are ready to assume responsibility for their criminal conduct.

Specific Objectives

1. The student will be able to identify when a young person is going to be held legally responsible for criminal acts and what types of conduct are criminal.
2. The student will be able to discuss the pros and cons of selecting age eighteen as the age when full criminal responsibility is assumed.
3. The student will be able to express an opinion about whether or not the present system is satisfactory and compare this opinion with those held by parents, police officers, teachers, etc.

Resources

Police Officer (optional)
Teacher Reference Materials
Playing for Keeps (video) – optional
Is It Worth It? (video) – optional

Procedures

1. Parent/Child Role Play

"Imagine you are a parent. Your son or daughter wants to assume some responsibility or enjoy some privilege (e.g., get a job delivering papers, babysitting; learn how to drive, smoke, drink, stay away from home overnight, watch 'adult' movies, decide who to live with if parents are separating). You refuse, and the two of you get into a big argument. Your son or daughter asks, "When will I be able to do this?"

Working in pairs, have students role play such a scene.

2. Group discussion

- What reasons did the parents give for refusing the request?
- Did any parents say, "You're not old enough?"
- Were any other "signs of readiness" given besides age (e.g., behavioural, emotional, intellectual criteria)?

3. Ask students if they agree with the following statement, disagree with the statement, or are unsure (show of hands): "Twelve years is a good age for young people to begin taking responsibility for their criminal conduct."
- Why?
 - Do you think twelve is too young? Too old?
 - How else might the law decide if a young person was capable of understanding the wrongfulness of his or her actions? Would there be practical problems in using other, less arbitrary standards?
 - What might be some of the consequences of raising this age of responsibility (it used to be seven)? What if an eleven-year-old commits a crime?
4. Explain that lawmakers believe young people (over the age of twelve) who commit crimes must take responsibility for their actions. They also believe that young people make mistakes and should be more readily forgiven than an adult. As a result, a young person is not expected to take full responsibility for his or her criminal conduct until age eighteen.

Discuss with the class these questions:

- Do you agree with the decision to treat young offenders different to adult offenders?
- Is it fair to the young person?
- Is it fair to the rest of society?
- Why do you think lawmakers chose the age of eighteen?

Option:

1. This activity could be developed by having special guests, such as a police officer, a John Howard Society educator.
2. Some of the procedures in this activity can be handled by debate and/or written report.

Action

Conduct a survey of students within the school to determine how many are aware of the passage of the Young Offenders Act in 1984.

Evaluation

Participation in role play exercise

Contribution to class discussion (and/or discussion with resource person)

Electives

1. Should your parents pay for your crimes? There have been laws requiring parents to pay fines for their children or to pay for damage caused by them. Interview parents or guardians to find out their views. Write a report explaining why this is or isn't a good idea.
2. This activity could be adapted by having some students find out what offences are commonly committed by youth (see Teacher Reference Materials). Which ones are eligible for alternative measures programs? What are some "typical" penalties? Post on bulletin board for entire school to see. (Note: Police officer, or John Howard Society can assist.)

THE YOUNG OFFENDERS ACT

When we talk about the Young Offenders Act in this teaching unit we are referring to the statute or Act which was passed by the federal government in 1984 and amended in 1986. This Young Offenders Act applies to any young person between the ages of 12 and 17 who has been charged by the police with a criminal offence. The Act sets out the procedures to follow and the dispositions (sentences) that can be given.

Sometimes, people get confused because the Alberta government has also passed legislation called the Young Offenders Act. The provincial Young Offenders Act is similar to the federal Act in philosophy but its scope or jurisdiction differs. The provincial Act applies to young people between the ages of 12 and 17 who have committed offences under provincial laws (e.g., traffic laws, liquor laws) or municipal bylaws (e.g., jaywalking). Generally speaking, the consequences of committing these offences are not as severe as they are for other crimes. The procedures, though, are similar.

Many people think the Young Offenders Act represents a dramatic shift from the way young people in trouble with the law were treated under the Juvenile Delinquents Act. This is not quite true. The new Act requires judges to follow more legalistic procedures than were required under the Juvenile Delinquents Act. However, many juvenile court judges have already been following them. A 1967 American case, In re Gault, pointed out, however, the potential for abuse in vaguely worded legislation such as the Juvenile Delinquents Act. Young people were being committed to institutions for indefinite periods of time for offences which weren't 'criminal' when it wasn't even clear they were guilty in law. As a result, the 100-page Young Offenders Act was passed to clarify the rules for dealing with young people.

For the purposes of this teaching unit, it is helpful to look at the Act in terms of rights, responsibilities, and special protections accorded to youth.

1. What "rights" do young people have under the Young Offenders Act?

Section 3(1) of the Act states:

- (e) young persons have rights and freedoms in their own right, including those stated in the Canadian Charter of Rights and Freedoms or in the Canadian Bill of Rights, and in particular a right to be heard in the course of, and to participate in, the processes that lead to decisions that affect them, and young persons would have special guarantees of their rights and freedoms;
- (g) young persons have the right, in every instance where they have rights and freedoms that may be affected by this Act, to be informed as to what those rights and freedoms are;

Generally this means that a young person has at least the same rights as an adult. At the time of arrest, a young person has:

- the right to know the reason for the arrest
- the right to remain silent (although it is always wise to give one's name and address)
- the right not to be detained before a trial unless certain hearings and procedures take place (e.g., may be necessary to have bail hearing)

- the right to a fair trial (which includes many other rights, such as the right to written notice of the charge, the right to counsel, right to an impartial judge, right to confront and cross-examine witnesses, right to be heard in person and to be given an opportunity to present evidence, right to written reasons for the decision, right to appeal, right to a public trial in open court, right to a prompt and speedy hearing).

Probably the most important right is the right to counsel (a lawyer). This is a case where the young person gets even more rights than would an adult.

"The accused's right to talk to a lawyer, parent or other suitable adult of the young person's choice. This is the most important right in a fair system. If he or she cannot talk to a lawyer, the person may have no idea what other rights he or she has. The accused may be frightened by the police or others in authority, and do or say things without understanding the consequences. A lawyer can help the person by explaining the law and outlining the rights of the accused. The lawyer can also advise the person on what to do and what not to do. Finally, the lawyer can explain what steps may be taken next against the person and can ensure that the authorities treat the person fairly (e.g., make sure the authorities do not hold the person in custody illegally)."

Reprinted with permission from The Young Offenders Act: A Program of Instruction. Vancouver: Legal Services Society, 1986, p.16.

Note: At all stages in the process, the youth is told about his right to a lawyer. Although it is only at the trial stage that young persons have an absolute right to a lawyer (meaning the government will pay the lawyer if the youth can't and the parents can't or won't) it is still arguable that at no time is this lawyer needed more than at the time of arrest when police are seeking statements.

"A very important working tool for police officers is the right to question suspects. When police are investigating a crime, they usually hope to get statements from the suspect. These statements can be used at trial to prove that the suspect is guilty.

A young person has a right to remain silent when questioned by the police. In the case of a young person this right to remain silent can only be given up if it is done in writing. However, if the young person does give up this right, then **anything** the young person says to the police can be used against the young person at trial.

As well, the judge must be sure the young person was properly informed of his or her rights by the police. Before a young person suspected of a crime says anything to the police, the police must make the following statements in terms that are understandable:

- you have the right to remain silent;
- anything you do say can be used as evidence against you;
- you have the right to speak with a lawyer, or a parent/guardian or other adult before you make a statement; and
- if you get a lawyer (or your parent/guardian) to come to help you, that person must be there when you make your statement to police – unless you want to speak to the police alone;
- if you want to waive – to give up – the right to remain silent, you can only do this by signing a written waiver."

(Ibid. p. 28)

2. How is the young offender made to feel responsible for his or her actions?

Section 3(1) of the Act states:

- (a) while young persons should not in all instances be held accountable in the same manner or suffer the same consequences for their behaviour as adults, young persons who commit offences should nonetheless bear responsibility for their contraventions;
 - (b) society must, although it has the responsibility to take reasonable measures to prevent criminal conduct by young persons, be afforded the necessary protection from illegal behaviour;
 - the formality of the proceedings conveys the message that violations of the criminal law are treated seriously by society
 - court proceedings are now open to the public, to be closed by the judge only for good reason. Reporters may be present
 - fingerprints and photographs can be taken by the police just as they can for adults in certain circumstances
 - a young person now knows exactly what he or she did wrong (is charged with a specific offence not the general offence of 'committing a delinquency'). Similarly, the length of the disposition is now definite; e.g., six months, two years. A juvenile delinquent could be given a sentence of indeterminate length. Responsibility is more readily accepted when the relationship between the offence and the punishment is clear. Also, the Act tries to see that this legal process moves as fast as possible so the point of the lesson is not forgotten!
 - a range of dispositions are made available, thereby giving the judge enough flexibility to match the punishment with the crime and the offender.
- "1. **Absolute Discharge.** This disposition means that the youth is guilty of the offence, but is not considered to have been convicted of the offence. His conviction is discharged by the court and, if asked, a youth given this disposition can honestly say he has not been convicted of an offence.
 2. **Community Service Order.** This sort of disposition requires the youth to complete a certain number of hours of work in the community. It could involve working for a community group such as the Boys and Girls Club or the Salvation Army for a certain number of weekends. The total number of hours of work cannot exceed 240, and the service must be completed within 12 months.
 3. **Fine up to \$1000.** The judge can require the youth to pay a fine. Usually the youth will not have to pay the fine right away but can have time to earn or save the money needed.

4. **Treatment.** The court can order the youth to seek treatment for a psychological or mental disorder, a learning disability, mental retardation or a physical disorder, but only if there is a medical report recommending this treatment and the youth agrees to take the treatment.
5. **Compensation/Restitution.** If the youth has damaged property or goods, the judge can order the youth to compensate the victim by paying for the damage. In other cases, for example, if property is stolen, the judge can order the goods or property be given back to the owner. This is called restitution.
6. **Compensation by Personal Service.** In some cases where the judge feels it is the right thing to do, and the youth and the victim of his crime agree, the youth may be required to pay for his crime by doing personal work for the victim; for example, painting a fence, fixing a broken window, and so on.
7. **Probation.** If the judge puts a youth on probation it can last for as long as two years, but no longer. If put on probation, the youth has to stay out of trouble, report to his or her probation officer regularly, and abide by any other conditions ordered by the judge. These other conditions could include attending school regularly, living with a certain person, or living in a certain place.
8. **Custody.** The judge can order the youth placed in open custody or closed custody, for up to two years for most crimes, and for up to three years for extremely serious crimes like murder. Open custody means you are placed in a group home or a wilderness camp or other similar setting. Closed custody is an institution similar to the traditional jail, with bars or fences, and 24 hour a day supervision. This is the most serious sentence which can be given by the judge. Only in exceptional circumstances and for very, very serious offences will someone under 14 years be placed in closed or secure custody."

Reprinted with permission from Resource News,
Vol. 9, No. 8, April 1985, p. v.

- young people who fail to comply with the disposition are charged with committing yet another offence
- young people who commit very serious offences, and who are 14 years or older, can be transferred to adult court where they will be subject to adult penalties and will serve the sentence in adult facilities. Usually this measure is reserved for those who have exhausted the resources of the youth system
- Youth Court records are kept by the police and by Youth Court personnel. If the youth offender stays out of trouble for a certain period of time the record is deemed to be destroyed. If the youth commits another offence, the record will affect the sentencing decision the next time around.

"Government 'records' chart the path of the youthful offender through the youth justice system. They document all convictions and dispositions. People are often nervous about having a record, and for good reason. A young person in trouble with the law should remember that

- a record can be a real problem for a person applying for certain jobs, for a visa to enter another country, etc.
- the police will look at records when investigating crimes.
- the Youth Court judge will hear about a young person's previous record at a disposition hearing.

A young person has two important rights concerning these records:

1. the right to read his or her Youth Court record, unless the judge orders otherwise; and
2. the right to have the record destroyed after a certain time period, if he or she is not charged with, or convicted of, another offence.

If the young offender does not get into trouble with the law again, the Youth Court record may not be used, or disclosed to anyone. It may be destroyed after a certain period of time.

The time period is:

- five years from the date of conviction, if the conviction was for a minor offence, and there are no further charges or convictions; or
- five years from the completion of the disposition, if the conviction was for a serious offence and there are no further charges or convictions.

So although the Young Offenders Act holds young persons responsible for their actions, it also makes an allowance for youth and gives young persons a chance to 'wipe the slate clean'.

Once the record is destroyed, or could be destroyed, the young person is considered not to have committed any offence referred to in that record.

Please Note – The age of the young person does not affect the time period for the destruction of the records. A 16-year-old convicted of a serious offence and receiving a disposition of two years probation would therefore be 18 years old when the probation order ended and 23 years old when the youth record is considered destroyed. If, at 22, that person is convicted in adult court, the youth record will be considered in sentencing."

Reprinted with permission from The Young Offenders Act: A Program of Instruction.
Vancouver: Legal Services Society, 1986, p.16.

3. How does the Young Offenders Act take into account the special needs of young people?

Section 3(1) of the Act states:

- (c) young persons who commit offences require supervision, discipline and control, but, because of their state of dependency and level of development and maturity, they also have special needs and require guidance and assistance;
- (d) where it is not inconsistent with the protection of society, taking no measures, or taking measures other than judicial proceedings under this Act, should be considered for dealing with young persons who have committed an offence;
- (f) in the application of this Act, the rights and freedoms of young persons include a right to the least possible interference of society, having regard to the needs of young persons and the interests of their families;

(h) parents have responsibility for the care and supervision of their children, and, for that reason, young persons should be removed from parental supervision either partly or entirely only when measures that provide for continuing parental supervision are inappropriate.

- provision is made for alternative measures. It may be possible for a first time offender who commits a less serious offence to avoid court proceedings altogether.
- young persons who may have previously been kept in cells or detention centres until their appearance in court can be released to the care of a responsible person. This person must see that the young person attends court.
- if detention is necessary, the young person must normally be kept separate from adults. Similarly, young persons sentenced to a term in custody must be kept separate from adults.
- many of the dispositions available to young offenders stress rehabilitation.
- the maximum terms for the disposition are shorter than for adults. For example, the maximum length for a probation order is two years; the maximum time in custody is usually three years. At the same time, it must be remembered that three years is a very significant chunk out of the life of a young person.
- judges are directed to use custody as a last resort.
- a young person cannot be given a longer sentence than would an adult.
- provision is made to have the disposition reviewed after a certain period of time. Review is mandatory after one year. This enables the court to review the progress of the offender. Both custodial and non-custodial dispositions can be reviewed. The judge can confirm the disposition, modify it, or even terminate it, but he or she cannot substitute a more onerous disposition.
- although reporters are often present in court, it is an offence for anyone to publish or broadcast the name of a young person. The facts of the case can be published, so long as they do not reveal the youth's identity. Exception: some young offenders may pose a threat or danger to the public. Police can then obtain an order from the judge permitting them to reveal the youth's identity. Publication is sometimes necessary in order to apprehend the young person.
- most judges will not sentence a young offender until youth workers (probation workers) prepare a pre-disposition report. The judge wants as much information about the youth as possible before sentencing.
- after a certain period of crime-free time, the youth's court record cannot be disclosed and the young offender is deemed not to have committed an offence. This provision recognizes the fact that many young people make mistakes. Those who learn from their mistakes should not be penalized forever.

COMMON OFFENCES COMMITTED BY YOUTH

Federal

1. breaking and entering (b&e) – contrary to s. 348 Criminal Code
2. vandalism (mischief) – contrary to s. 430 Criminal Code
3. arson – contrary to s. 433 Criminal Code
4. causing a disturbance – contrary to s. 175 Criminal Code
5. illegal possession of drugs (possession of narcotic) – contrary to s. 3 Narcotic Control Act
(possession of restricted drug) – contrary to s. 47 Food and Drug Act
6. assault – contrary to s. 265 & s. 266 Criminal Code
7. driving offences
 - criminal negligence in the operation of a motor vehicle – contrary to s. 249(1) Criminal Code
 - failing to stop at scene of accident – contrary to s. 249(2) Criminal Code
 - dangerous driving – contrary to s. 249(4) Criminal Code
 - impaired driving – contrary to s. 250 Criminal Code
 - failure or refusal to blow – contrary to s. 251(2) Criminal Code
 - driving with more than .08 mg of alcohol in blood – contrary to s. 253 Criminal Code
 - driving while disqualified – contrary to s. 256 Criminal Code
8. robbery – contrary to s. 343 Criminal Code
9. shoplifting (theft under \$1000) – contrary to s. 322 Criminal Code
10. causing unnecessary suffering to animals – contrary to s. 446 Criminal Code

COMMON OFFENSES COMMITTED BY YOUTH

Provincial

Highway Traffic Act

- illegal left turn, u-turn
- speeding
- inadequate brakes, headlights
- no muffler on car or muffler not working
- careless driving – driving without due care and attention
- stunting
- driving when windshield is obscured by frost
- damaging traffic signs

Motor Vehicle Administration Act

- driving without a licence
- driving while suspended
- driving without a certificate of registration
- operating a vehicle without licence plates
- driving without insurance

Liquor Control Act

- unlawful conveyance of liquor
- being a minor in a bar
- unlawful possession and consumption of liquor
- purchase of liquor by a minor
- being drunk in a public place
- causing a disturbance in licenced premises
- refusal to leave licenced premises

Amusements Act

- "scalping": selling a ticket for a price greater than one paid for it

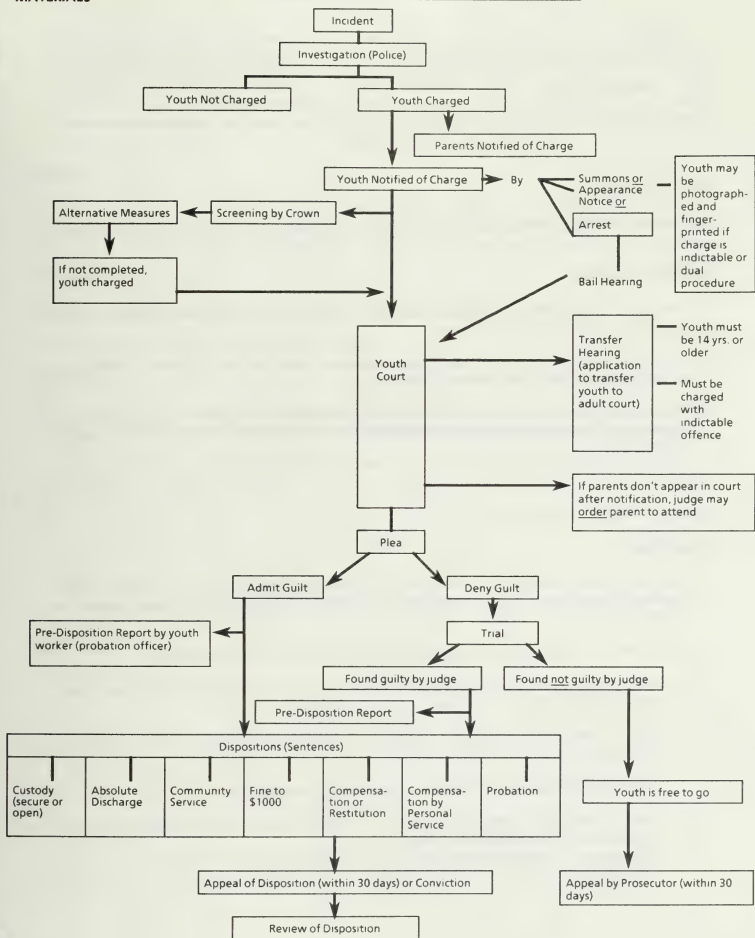
Petty Trespass Act

- walking on private property where a "Keep Off" sign is posted
- garden raiding

Cemeteries Act

- destroying tombstones, shrubs, etc., in a cemetery
- playing a game in a cemetery

YOUNG OFFENDERS ACT (CANADA)



ACTIVITY 13

Comparison of Court Procedures and Sentences

(2 periods)

Generalization

Ideas about what court procedures to use with young people can change dramatically, as can general societal attitudes toward youth.

Specific Objectives

1. The student will be able to compare and evaluate the fairness of court procedures and sentences for youth at different times in history.
2. The student will be able to draw conclusions about how general societal attitudes toward youth will affect the way youth are treated by the law.
3. The student will be able to gather additional information about how the Young Offenders Act tries to make the young person accountable for his or her behaviour yet also builds in certain protections.

Resources

STUDENT HANDOUT 17: Karen's Trial

Procedures

1. Distribute Student Handout 17: Karen's Trial. Have students complete the questions after reading the three cases. Students could also form small groups and submit a group response to the questions.
2. Discuss with the class the following philosophies of the court toward young people:
 - a) "Young people who are in trouble with the law need to be reformed, not punished. They need to be developed, not crushed."
 - This is what society thought at one time. Which one of Karen's trials reflects this philosophy? (1950 Juvenile Court)
 - b) "Young people deserve to be tried as adults and punished as adults."
 - This is what society thought at one time. Which one of Karen's trials reflects this philosophy? (The Middle Ages trials)
 - What does our present society think about young people in trouble with the law?
 - Do you think the strong focus on legal rights and accountability will help reduce crime by young people?

3. Explain the procedures and sentences (dispositions) under the Young Offenders Act. Emphasize how the legislation tries to incorporate the often conflicting values of increased accountability and special protection for youth.

There are many resource people (lawyers, police, John Howard Society educators, youth probation workers) who can speak on this topic. There are also many films and videos on the Young Offenders Act.

Action

The class could sponsor a presentation about the Young Offenders Act for parents and other interested people in the community. The speaker could focus on the responsibilities of parents, youth, and the community under the legislation.

Evaluation

Individual (or groups) responses to the questions in Student Handout 17

Contribution to class discussion on court philosophies

Electives

1. This activity could be enhanced by having some students visit Youth Court and report back to class on their impressions about whether it is a good thing to have the court open to the public.
2. This activity could be adapted by having some students design a poster or bumper sticker slogan on the theme of youth and the law.

STUDENT HANDOUT 17: KAREN'S TRIAL

A thirteen-year-old girl, Karen, sets fire to a neighbour's house. Here is how courts at different times in history might have handled her case.

1. A COURT IN ENGLAND IN THE MIDDLE AGES – 1150 A.D.

A clergyman acts as judge. Karen is brought before him by the townspeople. They say that she has destroyed the neighbour's house by setting fire to it. The judge tells Karen that God will decide her guilt or innocence. He drops a small ring in a boiling pot of water. He tells Karen to pull the ring from the water with her hand. Karen's hand is then wrapped in cloth and three days later the cloth is removed. Because Karen's hand was scarred from the burn, she is found guilty. The judge tells Karen she will be hanged.

2. A COURT IN CANADA – 1950

A judge hears the case in a special court for young people, called Juvenile Court. Karen is charged with committing a delinquency. A police officer presents the case against Karen. No one besides the family is in the courtroom, so Karen does not feel shy about telling the judge her story. The judge asks Karen's mother some questions, too. The judge then gives Karen a stern warning and says he doesn't want to see her again in his courtroom. He says that if she gets in trouble again, she can expect to be punished.

3. A COURT IN CANADA – 1985

A judge hears the case in a special court for young people, called Youth Court. This court is open to the public. Karen is charged with committing arson, a criminal offence. She has a lawyer. The charge is read to Karen and she replies "not guilty". A lawyer, called a crown prosecutor, presents the case against Karen. Karen's lawyer makes sure the rules of evidence are followed. Karen then takes the witness stand and answers the lawyer's questions. The judge decides Karen is guilty, but now he wants more information about her (a pre-disposition report). Court is adjourned for one month while a youth probation worker, after talking to Karen, her parents, her teachers, and her neighbours, prepares a report. One month later, Karen returns to court with her lawyer. Both lawyers, as well as the youth worker, make recommendations as to a suitable "disposition". The judge decides to put Karen on probation for one year.

Questions

1. From your point of view, was there anything fair about the first trial? Unfair?
2. From your point of view, was there anything fair about the second trial? Unfair?
3. From your point of view, was there anything fair about the third trial? Unfair?
4. If you were Karen, which court would you prefer? Why?

ACTIVITY 14

The Welfare of the Victim

(2 periods)

Generalizations

1. Concern for victims of crime is demonstrated when young offenders are ordered to make restitution or perform some sort of compensation.
2. Committing a crime has consequences for the young offender, the victim or victims, and society in general.

Specific Objectives

1. The student will be able to consider the victim's perspective when proposing a sentence.
2. The student will be able to discuss the meaning of the concepts "restitution" and "compensation" and identify which alternative is appropriate in a given situation.
3. The student will be able to identify and describe some ways in which criminal actions affect the lives of offenders, victims, and others in society.

Resources

STUDENT HANDOUT 18: Making Things Right
Playing for Keeps (video – optional)

Procedures

1. Distribute Student Handout 18. Students can work in small groups, if desired. In each case, students are to focus on the victim's welfare, not the offender's.
2. Discuss each case example with the class as a whole.
 - What were some of the solutions?
 - Did anyone propose restitution? Compensation?

These terms are probably not familiar to the students. By restitution we mean that whatever has been taken is returned, or whatever has been damaged is replaced or repaired. However, when it is not possible to return or restore something, compensation is appropriate. If a stolen car cannot be found, money would compensate the victim for his or her loss. Another way of compensating a victim would be to perform some personal service, such as weeding the garden, repairing the roof, etc. Some victims do not want the compensation to be in the form of personal service. They prefer to have the offender do some community service work such as doing odd jobs at a local senior citizens' lodge.

Return to the handout examples. For each situation, have students say whether restitution or compensation is in order and, if compensation, what type(s) would work – damages (money payment), personal service, community service?

- Do you think these solutions might work better than the more traditional sentences such as fines, probation, or imprisonment?
- Do you think people in the community are trying their best to create jobs for offenders? Will the community service option work if the community agencies don't co-operate? Why might these agencies be reluctant to get involved?

3. Crime Has Consequences – Ask students to:

- choose a crime
- choose as the main character either the young offender, or the victim or a policeman (who represents society)
- have the main character tell a story about some of the consequences this crime has had (on him or her, on friends, family, others).

Students may wish to tell this story in different ways – by drawing a picture, creating a dance, developing a short scene. This activity could be developed into a major project for evaluation purposes. It could also be a group project.

Option:

Invite a representative from a victims' rights organization to explain the changes the organization would like to see made to the law.

Action

1. The class may want to find out what agencies in the community are involved in providing community service options for young offenders. They may want to approach some agencies (including the school principal) with a brief arguing for increased community involvement in such sentencing alternatives.
2. The class could develop a "directory" of victim services for others in their school. It could take the form of a handout, a bulletin board display or an article in the school newsletter.

Evaluation

Solutions for "making things right"; for emphasizing victims' perspectives; and for originality of ideas and ability to think of alternatives

Class discussion for understanding of the terms "restitution" and "compensation"

Presentations on "Crime Has Consequences"

Electives

The activity could be enhanced by having students:

- write a feature story highlighting the work somebody in the community is doing for victims
- some victims want to be able to tell the judge, in person, how their lives have been affected by the crime. This information would be given before the offender is sentenced. Write a report on this topic. Is it a good idea? Why, or why not?

STUDENT HANDOUT 18: MAKING THINGS RIGHT

Many people believe that the criminal law is too concerned with the welfare of the offender and too little concerned with that of the victim.

Consider the following cases. How would you "make things right" for the victims?

1. Joe, 17, drove home from the pub on a Friday night. He was drunk. He drove through a red light, and hit a pedestrian. The man Joe hit was seriously injured and will never walk again.
2. There was a line-up at the water fountain. Erin, who was second in line, pushed the boy who was taking a drink. His lip was cut and three teeth were badly chipped.
3. Jim, 14, was practising his golf swing in the back yard. The golf ball broke the neighbour's dining room window.
4. Harold, 15, grabbed an elderly woman's purse. He took the money (\$20.00) and then threw the purse away.
5. Steve has been caught selling marijuana to a group of boys in Grade 5.
6. Janice, 16, worked part-time at a stereo shop. Her boss caught her stealing a portable stereo from the warehouse.
7. Ian and his girlfriend were smoking in a back alley near the school. Without thinking, he tossed a burning match into some long grass. The grass was dry and it caught fire immediately. About half of a fence was burnt before the fire could be stopped.
8. Late one Thursday night, Doug was walking past a church in his neighbourhood. Noticing an open window, he climbed in and stole a tape recorder. Two days later he sold the tape recorder at a friend's garage sale for \$50.00.
9. Stephanie, 14, attended a Valentine's Day dance at her school. She went into the washroom and scribbled some foul language on the walls with a red felt tipped marker. Just as she was finishing, a teacher walked in and, seeing what Stephanie was doing, reported her to the police.

ACTIVITY 15

Ideas for Change

(3 periods)

Generalization

Law change, and the ideas for change often come from people who are not directly involved in the legal system.

Specific Objectives

1. The student will be able to formulate two ideas, supported by reasons, as to how the criminal justice system (youth or adult) can be made more fair.
2. The student will be able to explain why law reform is the responsibility of all citizens.

Resources

STUDENT HANDOUT 19: Ideas for Change

Procedures

1. Explain to students that this unit on "fairness and the law" will conclude by finding out what improvements they think could be made.
2. Distribute Student Handout 19 and have students read the statement.
3. Discuss this statement with the class:
 - Do you agree with this statement? Why? Why not?
 - Do you think a person has to have power in order to change the law?
 - Isn't having knowledge a form of power?
 - Do you think you know more about the law now than you did at the beginning of the unit?
 - Are judges and lawyers the best people to be proposing reforms? Why or why not?

Here is an example of one person who argued in favour of having input from the average citizen:

"... And the horrible thing about all legal officials, even the best, about all judges, magistrates, barristers, detectives and policemen, is not that they are wicked (some of them are good), not that they are stupid, several of them are quite intelligent, it is simply that they have gotten used to it."

(G.K. Chesterton, "Twelve Wise Men")

4. Major Research Project
 - Have each student list any ideas they might have that would improve the fairness of the criminal justice system (youth or adult).

- Select two ideas and prepare a presentation in the form of a written report on "my ideas for improving things". For each of the ideas, the student must explain how it would make the system more fair. Students will need to do additional research. Possible sources of information are:
 - clippings file
 - print and audio-visual resources at the Legal Resource Centre
 - resource people like lawyers, police officers, and community agencies involved in criminal justice activities
 - people from other cultures or countries who are familiar with other legal systems
 - people from groups working with victims
 - people who have been involved with the system – as witnesses, as jurors, as victims, as the accused.

Action

1. The ideas could be written up in a special newspaper or booklet and distributed to other classes, or community groups.
2. Have students complete their personal journals by describing how they've been able to act upon the value of fairness in the last few weeks.
3. The survey given in Activity 3 could be administered again to see if opinions on some of the issues have changed.

Evaluation

Major research project

Personal journals or other ongoing projects

Electives

This activity could be adapted by having some students:

- make up an original bumper sticker slogan about justice or the law ("Criminal law: defense, expense, suspense, sentence"; "Familiarity with the law breeds not contempt but contentment")
- prepare comic books on how the criminal justice system can be improved.

STUDENT HANDOUT 19: IDEAS FOR CHANGE

Many people tend to think that the way things are done today is the way they have to be. They think that little can be done to change the way things are.

Laws do change, though, and the ideas for change come from people. Sometimes, the ideas come from people who work in the "system" such as police officers, lawyers, and judges. Often, however, the ideas come from people who have been victims of a crime, people who have participated as witnesses or jurors in a trial, people who have been accused of a crime, and people from the media who observe the law in action.

Ideas for change can also come from people in other cultures or countries. These people know there are other ways of treating crime and criminals. For example, reforms have often been suggested by our Native Canadians. People from Europe and Asia are used to legal systems that are very different from ours.

Ideas for change can also come from people like you who are learning about the law.

GRADE 8 ETHICS

Part 2: The Community Religion and Values



NOTE

The activities section for the module "Religion and Values" will be distributed to schools June 1989. Please place it here.

If you have any further questions please contact:

Joan Engel
Curriculum Support Branch
Alberta Education
5th Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Phone: 422-9720

GRADE 8 ETHICS

Part 2: The Community Messages and the Media



NOTE

The activities section for the module "Messages in Media" will be distributed to schools June 1989. Please place it here.

If you have any further questions please contact:

Joan Engel
Curriculum Support Branch
Alberta Education
5th Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Phone: 422-9720

GRADE 8 ETHICS

Part 3: Social Responsibility



GRADE 8 ETHICS TEACHER RESOURCE MANUAL SECOND COMPONENT

This Second Component package contains the following items:

- Replacement pages for first component
- Activity suggestions for

Part 2: The Community

Module: Religion and Values

Module: Messages in Media

Part 3: Social Responsibility

NOTE: The covers for the activity sections were included with the first component of the Teacher Resource Manual distributed to schools March 1989. Please place replacement pages and activity suggestions in the appropriate sections.

GRADE 8 ETHICS TEACHER RESOURCE MANUAL

REPLACEMENT PAGES FOR FIRST COMPONENT (January 1990)

**Please find attached replacement sheets for
pages:**

**iii/iv, v/vi, 9/10, 11/12, 77/78, 127/128,
197/198, 255/256, and 271/272**

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Ms. Joan Engel

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Mr. Jim Brackenbury, Associate Director, Curriculum Design Branch
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Ethics Project Steering Committee

Dr. Lois Hole	Alberta School Trustees' Association Representative
Dr. Jorn Brauer	Edmonton School District #7
Mr. Dave Allison	Conference of Alberta School Superintendents Representative
Mr. John Braun	Pincher Creek School Division #29
Mrs. Betty Claydon	Alberta Federation of Home and School Associations Representative
Ms. Lynn Corcoran	Alberta Teachers' Association Representative
Dr. John McNeill	University of Calgary
Mr. Jake Penner	Koinonia Christian Schools
Sr. Barbara Rice	Edmonton RCSS District #7
Mr. Don Jenkins	Alberta Education (Chairperson)

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Mrs. Evelyn Shursen	Stettler Junior High, Stettler, Alberta
Mr. Gordon White	Lacombe Junior High, Lacombe, Alberta
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Editors

Elizabeth McCardle, Curriculum Design Branch
Virginia Durksen
Barbara McCord

Copy Editor

Kim Blevins, Curriculum Design Branch

Word Processing

Jan Cruickshank, Curriculum Design Branch
Esther Yong, Curriculum Design Branch
Eileen Boyd, Curriculum Support Branch
Teresa Hansen, Curriculum Support Branch
Tania Pander, Curriculum Support Branch

D. LEARNING RESOURCES

No learning resources have been authorized as basic for the Grade 8 Ethics Course. Recommended learning resources and supplementary resources, where applicable, are identified within each component of the Teacher Resource Manual. Additional copies of this Grade 8 Teacher Resource Manual are available from the Learning Resources Distributing Centre (LRDC), 12360-142 Street, Edmonton, Alberta T5L 4X9.

For each part of the course, and all four modules of Part 2, there is a Teacher Resource Manual Component. These include suggested activities for teaching the course.

Grade 8 Ethics Teacher Resource Manual

This document includes the following sections:

- Introduction
- Part 1: Establishing the Challenge
- Part 2: The Community
Module: Winning and Losing (Fairness/Justice, Loyalty)
- Part 2: The Community
Module: Fairness and the Law (Fairness/Justice)
- Part 2: The Community
Module: Religion and Values (Respect, Tolerance)
- Part 2: The Community
Module: Messages in Media (Honesty, Responsibility)
- Part 3: Social Responsibility

Other Alberta Education Support Documents

The following documents are available from the Learning Resources Distributing Centre (LRDC), 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.

Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators
Craig, Cheryl. Edmonton
Alberta Education, 1985 (LRDC)

*Students' Thinking:
Developmental Framework: Cognitive Domain*
Pace, Sandra. Edmonton
Alberta Education, 1987 (LRDC)

*Students' Interactions:
Developmental Framework: The Social Sphere*
Pace, Sandra. Edmonton
Alberta Education, 1988 (LRDC)

*Students' Physical Growth
Developmental Framework: Physical Dimension*
Pace, Sandra. Edmonton
Alberta Education, 1988 (LRDC)

JUNIOR HIGH ETHICS RESOURCE PACKAGE – ACCESS NETWORK

The Ethics Resource Package consists of eight videotapes accompanied by a teacher guide. This resource package was developed to provide support resources for the Ethics course. Programs 1 and 2 have been authorized as recommended teacher resources and programs 3–8 are authorized as recommended student resources.

Program 1: Ethics (30 min.) BPN 2784–01

This program provides an overview of the Grade 8 Ethics Course. The intended target audience is parents; however, it can also be used to introduce teachers and administrators to the course.

Program 2: Effective Teaching and Evaluation Strategies (30 min.) BPN 2784–02

The target audience for this program is teachers. Teachers are introduced to a number of strategies that are effective in the teaching of ethics.

Program 3: Establishing the Challenge (15 min.) BPN 2784–03

This program provides students with an introduction to the course, and to Part 1: Establishing the Challenge.

Program 4: Winning and Losing (15 min.) BPN 2784–04

This program provides students with an introduction to the module "Winning and Losing."

Program 5: Fairness and the Law (15 min.) BPN 2784–05

This program introduces students to the module "Fairness and the Law."

Program 6: Messages in Media (15 min.) BPN 2784–06

This program provides students with a motivating introduction to the module "Messages in Media."

Program 7: Religion and Values (15 min.) BPN 2784–07

This program introduces students to the module "Religion and Values."

Program 8: Religion and Values – Student Discussion (10 min.) BPN 2784–08

The focus of this program is on a group of adolescents as they discuss their own religious beliefs.

Ordering Information

Available from:

ACCESS NETWORK Media Resource Centre
295 Midpark Way, SE
Calgary, Alberta
T2X 2A8
Telephone: 1–800–352–8293

Note: Programs 3–8 are available closed captioned for the hearing impaired. Contact ACCESS Network for further information.

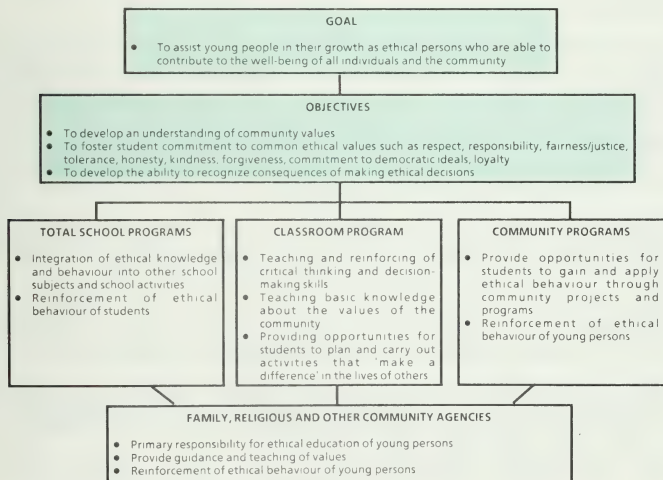
E. COMMUNITY PARTNERSHIP

The following chart illustrates how the classroom program segment of the Grade 8 Ethics Course helps students to attain the goal and objectives of the course. These can only be partly addressed by the classroom program since the school plays a supportive role in the ethical education of young people. The primary role for the ethical education of young people rests with the family, religious groups and other community agencies. The goal and objectives will be reinforced and enhanced through opportunities provided by programs available in the total school and the community, as well as by teaching provided by the family, religious and other community agencies.

Throughout the course, teachers and students are encouraged to use "human" resources available in the community to contribute to learning in the classroom. Students respond positively to opportunities to learn from the first-hand experience of someone from their community. This may involve inviting to the classroom a policeman in the module "Fairness and the Law", a member of the religious community in the module "Religion and Values", or someone the students feel would be considered a "winner" in the module "Winning and Losing".

Students can contribute to the partnership by sharing their learning with the community. This may be accomplished through making presentations to community members or being involved in community projects. This will serve to keep the community informed about the course, which will benefit all those involved.

GRADE 8 ETHICS COURSE



F. THE JUNIOR HIGH STUDENT

The second principle of Alberta's policy on secondary education is that "the nature and needs of the learner" must be taken into consideration in the development and implementation of instructional programs. If the Grade 8 Ethics Course is to be successful, it must take into account the cognitive, affective and physical growth of the junior high student. Developmental considerations have implications for how the junior high student is taught. They have implications for the choice of content, the sequencing of content, and the choice of appropriate learning resources. Interaction between how the concepts are taught and how the student learns is of paramount importance to successful teaching in any course, and absolutely crucial in this course which deals with ethical and moral growth.

What junior high students can learn is greatly affected by how it is taught to them. The concepts, processes and attitudes we try to teach are affected by the context of the learning situation. This context includes what the student brings to the learning experience – his or her existing knowledge, skills, attitudes and experiences. For example, learning cross-country skiing is different for the downhill skier than it is for the complete novice. Context also includes the concrete things a student can see and touch, such as models, pictures, films or flow charts. Furthermore, it includes the kind of explanations which the teacher gives to help the student understand. For junior high students, the context of the learning situation must include liberal use of concrete aids, such as those listed above, varied teacher explanations and some way for the student to tie the concept, process or attitudes being taught to his or her personal experience.

It is important to know how junior high students reason or think. In their reasoning, they use a step-by-step process in which they "link" one concept to another, and then to another, and so on. This is their way of making sense out of what could be complex information. The junior high teacher may address this pattern of reasoning by giving students a list of the steps necessary to complete a particular task. The students do not have to remember all the steps, but can relate to the task one step at a time. Students at this level need to be taught to take a complex task, break it down, and list each of the steps for themselves. The kinds of skills that students learned in their elementary years (like classification) they are now able to apply in other areas (to their friends, for example, those who are school friends, neighbourhood friends, and so on).

Students are now ready to learn more complex skills, such as predicting or cause and effect relationships. They are ready to analyze simple, concrete processes as a step toward analyzing those that are more abstract. It is important that these students be helped to develop more abstract thinking skills.

Junior high students are at a stage of affective growth where peer influence is of great importance. It is a time when the students are working to establish relationships and build a positive self-concept. It is a time of discovering who they are and where they fit into the scheme of things. Other influences that may have an effect on students' development include the media, the arts, sports, and so on.

These are the years of puberty (Grades 6 to 9) with its many attendant changes. Students in this group are sensitive and vulnerable as they try to come to terms with the transition from child to adult. But for all their difficulties, including rapid growth and emotional turbulence, students demonstrate a keen sense of humour and the ability to care and to understand.

BEFORE TEACHING THIS MODULE

This series of activities is a suggested way of teaching Part 1: Establishing the Challenge. The teacher is encouraged to adapt the activities to suit teaching and learning styles.

Review:

1. Discussion techniques
2. Small group work: chair, recorder, reporter
3. Methods for handling value conflicts
4. Materials research and sharing of research
5. Brainstorming techniques
6. Role play
7. Communication/listening skills.

STUDENT EVALUATION

1. Participation, cooperation, classroom contribution
2. Written and other creative work
3. Group work
4. Presentations
5. Notebook/research folder.

Note: Refer to the Ethics Resource Package (ACCESS) Program 2: Effective Teaching and Evaluation Strategies for more information.

RESOURCES

Recommended

ACCESS Network. 1989. Establishing the Challenge (video). Available from ACCESS Network BPN 2784-03. This is program 3 of the Junior High Ethics Resource Package. See page 10 for further information.

Other

- Research on current issues: newspapers, periodicals, radio and TV news, local events.
- Statements of codes of ethics (e.g., legal, medical, teaching, Boy Scouts, etc.); Charter of Rights and Freedoms; religious teachings; examples from history and literature; statements or representations of cultural/ethnic perspectives on ethics.
- Human resources: professionals to speak about professional code of ethics; community members/members of groups to talk about social values, group perspectives on values; school administrator; representatives of religious groups, ethnic groups.
- Poems, stories, songs about values, or issues of value conflict. In several of the following activities there are specific references to stories and poems from language arts basic resources.

KEY STUDENT QUESTIONS

1. What are ethics?
2. How do ethics affect my life?
3. What are values and how do we get them?
4. How do I deal with conflict?
5. Can I make a difference in the lives of others.

TIME LINE

ACTIVITIES

Note: The following suggested activities are based on 40-minute periods.

A. UNDERSTANDING ETHICS

Activity 1 – Qualities of a Good Person (1 period)

- qualities of a good person

Activity 2 – Standards (1 period)

- concept of "standard"
- standards of right and wrong

Activity 3 – Codes of Ethics (2 periods)

- definition of code of ethics
- code of ethics for class (begin)

Activity 4 – Ethical Issues (2 periods)

- ethical issues

Activity 5 – Interview (2 periods)

- standards of behaviour in school, community, peer group
- survey interviews; generalizations about standards

B. UNDERSTANDING VALUES

Activity 6 – Values (1 period)

- definition of values
- values in professional code of ethics

RESOURCES

Recommended

ACCESS Network. 1989. Winning and Losing (video). Available from ACCESS Network BPN 2784-04. See page 10 for further information.

Other

- Human resources: representatives of various ethnic or cultural groups; historical experts; representatives of charitable or volunteer organizations; community members who might share their views on winning and losing; celebrities, and so on.
- Literature (essays, novels, stories, poetry, biographies) that deal with the subjects of winning and losing. Within the activities, a number of stories and poems have been referenced from language arts basic resources and the Western Canadian Literature for Youth Series.
- Books of quotations that express various philosophies or statements about winning and losing, such as: *Canadian Quotations and Phrases*, *Bartlett's Familiar Quotations* or *Colombos' Canadian Quotations*.

ELECTIVE ACTIVITIES

A variety of elective activities have been suggested in this module, most of which should provide successful learning experiences for students because they can be adapted to most levels of student ability. Students are encouraged to keep a journal in which to record their feelings and make personal statements about winning and losing. Through the use of creative writing and composition, students are asked to formulate their ideas; and through the role playing and simulation exercises students will explore the emotions that accompany winning and losing experiences. Provision is also made in the elective portion of this module for students to develop their creative and artistic skills in drawing cartoons, making posters and collages. Finally, students are encouraged to learn the attitudes and opinions of members of the community through interviews and other research techniques.

KEY STUDENT QUESTIONS

1. How do I describe a winner?
2. What does winning mean to me?
3. Can I be a winner and an ethical person?
4. How do I and others cope with, and learn from losing?
5. What does being a winner in the community mean?

TIME LINE

Activities:

Note: Those activities indicated by an asterisk (*) may be used as optional lessons if the teacher wishes. The following suggested activities are based on 40-minute periods.

Activity 1 – A Winner is Someone Who . . . (2 periods)

- introduction
- definitions and synonyms of winning and losing

Activity 2 – You Win Some, You Lose Some (2 periods)

- examples of winning and losing in daily life

Activity 3 – Goals and Ambitions (2 periods)

- focus on goals, ambitions and rewards

Activity 4 – Decisions, Decisions (2 periods)

- moral dilemmas and winning and losing

* Activity 5 – Heroes and Heroines (2 to 3 periods)

- the hero/heroine as winner
- honour and winning

Activity 6 – Winning Well (2 periods)

- responsibilities of a winner
- coping skills needed by a winner

Activity 7 – Dealing with Losing (2 periods)

- losing situations and responses to losing
- positive use of loss or failure

* Activity 8 – Concepts of Winning (2 periods)

- winning as seen by different cultural and ethnic groups
- the work ethic

Activity 9 – Competing Means . . . (2 periods)

- definition of competition
- areas of competition

PART 2: THE COMMUNITY – FAIRNESS AND THE LAW

INTRODUCTION

STUDENT LEARNING EXPECTATIONS

The student will be able to:

1. Demonstrate an understanding that laws, like other kinds of rules, often develop from the values that people hold.
2. Demonstrate awareness that there are decisions made by the individual and those that are made by the community.
3. Identify, analyze and discuss issues having to do with fairness and the law
4. Develop an appreciation for different viewpoints expressed on controversial legal issues.
5. Differentiate between criminal and civil law
6. Develop a set of criteria that can be used to evaluate situations in terms of the fairness of the procedures which have evolved through the centuries and have been influenced by other cultures.
7. Identify and evaluate some of the different ways people can respond to laws they think are unfair.
8. Demonstrate an understanding that the law is essential to the well-being of the individual and society.
9. Demonstrate the value of fairness in an individual's interaction with others.

VALUES TO BE EMPHASIZED

The value of fairness/justice is the focus for this module. Nevertheless, it will become clear during the lessons that the law attaches great importance to other values such as responsibility, honesty, tolerance, and forgiveness.

PERSPECTIVES

The module begins and ends by looking at fairness from the student's perspective. The rest of the module blends all four perspectives: Traditional/Historical, Cultural/Ethnic, Societal/Community, and Personal.

The societal/community perspective is conveyed as students examine different aspects of the present criminal justice system. Case studies have been carefully selected so that the traditional/historical and cultural/ethnic perspectives can be explored. Those students who are interested in pursuing these two perspectives will have an opportunity to do so, either as elective activities or as part of the concluding activity. (Special notes on using the cultural/ethnic perspective have been provided. See Activity 8.) Finally, class discussions focus on the personal perspective throughout the module.

BEFORE TEACHING THIS MODULE

REVIEW

1. Recommended resources.
2. Activities relying on the collection of newspaper clippings, magazine articles, quotations. Students need to begin these activities early.
3. Optional components: Some of the activities (e.g., the mock trial) may occupy several lessons.

STUDENT EVALUATION

1. Discussion
2. Written work
3. Group work
4. Presentations

RESOURCES

1. Authorized Learning Resources

Recommended

ACCESS Network. 1989. Fairness and the Law (video). Available from ACCESS Network BPN 2784-05. See page 10 for further information.

Edmonton Anti-Shoplifting Educational Program, 1988. Is It Worth It? (video). Edmonton: The Image Works. Available from ACCESS Network BPN 2925 and regional/urban film centres.

John Howard Society, (Revised 1988). Playing for Keeps (video). Edmonton: The Image Works. Available from ACCESS Network BPN 6787 and regional/urban film centres.

Legal Resource Centre. Mock Trial Kit. Edmonton, Legal Resource Centre, University of Alberta. Available from Learning Resources Distributing Centre.

This kit contains 1 set of case notes, 1 resource book and 30 student booklets. One of the following sets of case notes will be included in the kit.

Ferguson, Margaret. Mock Trial Kit Case Notes: Regina vs. Larsen The Coed Hockey Game. Edmonton: Legal Resource Centre, 1986.

Ferguson, Margaret. Mock Trial Kit Case Notes The Case of the Killer Dogs Regina vs. Parker. Edmonton: Legal Resource Centre, 1986.

Matheson, Cheryl. Mock Trial Kit Case Notes Regina vs. Fair Level B Trial: Featuring the Use of Exhibits. Edmonton: Legal Resource Centre, 1984.

2. Group discussion – look for differences in the severity of the sentence or disposition.

a) How do the groups rationalize their decisions?

- Although any one of these dispositions could be justified, judges would probably reject options 1 (fine only) and 6 (custody for one year). A fine would probably be considered too soft for an offence such as this. The parents might pay the fine, in which case no lesson is learned by the youth. Maybe the youth will sell more drugs to pay the fine! Custody is the most severe disposition that can be given by the judge. Three years in custody is the maximum length of any term for young offenders. Custody for one year is probably not warranted for a first offender who commits a non-violent offence.
- The other four options are all reasonable.
- Option 2 (probation for six months) is harsher than a fine because some limits have been placed on the young person's freedom. For example, the youth must stay out of trouble and appear before court when required to do so. Other conditions can also be imposed. In this case, the young person might be ordered to attend school regularly, live at home with his parents, abstain from using drugs, report to and be under the supervision of a youth or probation worker. This disposition would allow the offender to carry on with his life, but in a supervised way.
- Option 3 (probation for six months plus a \$500 fine) would be preferred by a judge who feels the offence is serious and who wants to deter the young person from future trafficking. Many young people enrol in fine option programs where they can do community work in lieu of being paid. These programs appeal to many judges.
- Options 4 and 5, because they involve custody, are less attractive to most judges. However, a judge who intensely dislikes drugs and drug trafficking might consider a short term in custody to be necessary. One consideration, however, is that the youth's home life and schooling may be adversely affected by the disruption.

b) Did any group think the name of the accused influenced them?

c) Do you think a real judge would be influenced by the appearance of the accused person?

- Lawyers always instruct their clients as to what dress would be considered appropriate to wear in court.

d) What other factors could influence a judge?

- How well the person expresses himself or herself. The Donald Marshall inquiry uncovered the fact that Marshall's way of speaking caused many people to think he was guilty.

- The person's demeanor. Confident? Remorseful? Polite?
 - Physical facilities.
 - Public pressure or opinion; e.g., picketing outside the courtroom.
- e) What do you think an accused person can do if he or she suspects the decision was affected by the judge's prejudices?
- Investigate the possibility of appealing the decision. This will be difficult unless the transcript of the court proceedings provides some basis for the claim.
- f) Do you think that a jury could be influenced by biases?
- judges are trained to look at the facts and apply the law to these facts. This process should minimize the effect of bias.
 - jurors have to reach a consensus, so strong biases won't likely be tolerated by the others.
 - in 1977, a research team administered a nation-wide public opinion poll for the Law Reform Commission of Canada. People were asked this question: "In a criminal trial, which do you think is more likely to arrive at a just and fair verdict – a judge, a jury, or both equally?" Half of the respondents felt both judges' and jurors' verdicts are equally fair and just. Of the other half, most thought jurors were more fair. Not surprisingly, Canadian judges (in a separate survey) feel they are more likely to arrive at just and fair verdicts! (Survey analysis can be found in The National, December 1984, p. 9.)

Action

Conduct a survey (similar to the 1977 Law Reform Commission of Canada survey) in their community.

Evaluation

Participation in judges panel

Contributions to group discussion

Electives

1. This activity could be enhanced by:

- watching a film or video on the subject
- interviewing a judge to find out how he or she remains "objective"

COMMON OFFENCES COMMITTED BY YOUTH

Federal

1. breaking and entering (b&e) – contrary to s. 348 Criminal Code
2. vandalism (mischief) – contrary to s. 430 Criminal Code
3. arson – contrary to s. 433 Criminal Code
4. causing a disturbance – contrary to s. 175 Criminal Code
5. illegal possession of drugs (possession of narcotic) – contrary to s. 3 Narcotic Control Act
(possession of restricted drug) – contrary to s. 47 Food and Drug Act
6. assault – contrary to s. 265 & s. 266 Criminal Code
7. driving offences
 - dangerous operation of a motor vehicle, contrary to s. 249(1) Criminal Code
 - failure to stop at the scene of an accident, contrary to s. 252 Criminal Code
 - operating a motor vehicle while impaired or with more than 80 mg. of alcohol in the blood, contrary to s. 253 Criminal Code
 - failure or refusal to comply with a police officer's demand to give a breath sample or, where appropriate, a blood sample, contrary to s. 254 Criminal Code
 - driving while disqualified – contrary to s. 259(4) Criminal Code
8. robbery – contrary to s. 343 Criminal Code
9. shoplifting (theft under \$1000) – contrary to s. 322 Criminal Code
10. causing unnecessary suffering to animals – contrary to s. 446 Criminal Code

COMMON OFFENSES COMMITTED BY YOUTH

Provincial

Highway Traffic Act

- illegal left turn, u-turn
- speeding
- inadequate brakes, headlights
- no muffler on car or muffler not working
- careless driving – driving without due care and attention
- stunting
- driving when windshield is obscured by frost
- damaging traffic signs

Motor Vehicle Administration Act

- driving without a licence
- driving while suspended
- driving without a certificate of registration
- operating a vehicle without licence plates
- driving without insurance

Liquor Control Act

- unlawful conveyance of liquor
- being a minor in a bar
- unlawful possession and consumption of liquor
- purchase of liquor by a minor
- being drunk in a public place
- causing a disturbance in licenced premises
- refusal to leave licenced premises

Amusements Act

- "scalping": selling a ticket for a price greater than one paid for it

Petty Trespass Act

- walking on private property where a "Keep Off" sign is posted
- garden raiding

Cemeteries Act

- destroying tombstones, shrubs, etc., in a cemetery
- playing a game in a cemetery

GRADE 8 ETHICS

TEACHER RESOURCE MANUAL

PART 2: THE COMMUNITY

MODULE: RELIGION AND VALUES

(RESPECT, TOLERANCE)

ACKNOWLEDGMENTS

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Sikh Society of Alberta

- Ms. Rabinder Kaur Pannu
- Mr. Sangaat Singh
- Dr. Mohan Singh

Mr. Sushil Kumar Kalia

Past President

Hindu Society of Alberta

Mr. Phadoung S. Kakulphimp

President

Alberta Buddhist Cultural Society

Dr. Lila Fahlman

Former Trustee

Edmonton Public School Board

Mr. Saleem Ganam

President

Canadian Council Islamic Awareness Foundation

Ms. Judy Pelly

Native Education Project

Alberta Education

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PART 2: THE COMMUNITY – RELIGION AND VALUES

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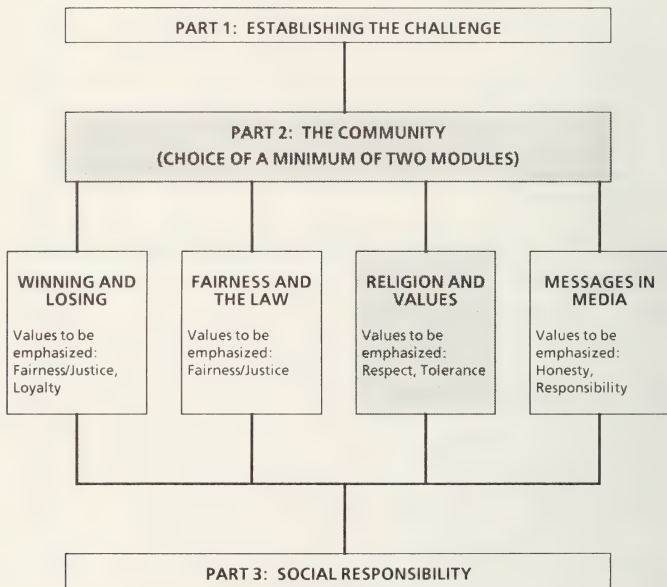
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GRADE 8 ETHICS COURSE



This component of the Teacher Resource Manual will provide suggested teaching activities for the module "Religion and Values."

PART 2: THE COMMUNITY – RELIGION AND VALUES

INTRODUCTION

STUDENT LEARNING EXPECTATIONS

The student will be able to:

1. Demonstrate an understanding that communities and social organizations are created for the mutual growth and well-being of their members.
2. Demonstrate an understanding that there are interactive relationships among individuals, communities and segments of the community.
3. Demonstrate an awareness of the diversity of beliefs, customs, and celebrations that are present among religious groups.
4. Develop respect and tolerance for the beliefs of others.
5. Demonstrate the skills necessary to examine the values of respect and tolerance within the framework of religion.
6. Demonstrate an awareness of the "sense of community" that each religious group develops.
7. Demonstrate an awareness of the contributions that religious groups have made to society.
8. Demonstrate a willingness to plan projects or activities that demonstrate respect and tolerance.

VALUES TO BE EMPHASIZED

The two values that are emphasized in this unit are respect and tolerance. Students live in a world of individual and group differences. To grow and build a positive human community, basic respect for others and a level of tolerance are necessary.

Respect and tolerance are two of the nine ethical values introduced to students in Grade 8 ethics. These values are based on the nine ethical/moral characteristics listed as "Desirable Personal Characteristics" in the *Junior High School Handbook*. To be tolerant means that an individual "is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice." To demonstrate respect an individual "has respect for the opinions and rights of others, and for property." These definitions or descriptions are applicable to this module. For further information on the value of tolerance you may wish to review the Alberta Education document, *Promoting Tolerance and Understanding and Respect for Diversity: A Monograph for Educators*. Ordering information for this document may be found on page 9 of this TRM.

PERSPECTIVES

Within the module "Religion and Values" the four following perspectives are included: Traditional/Historical, Cultural/Ethnic, Societal/Community, Personal. Refer to pages 5 and 6 for further information.

RATIONALE

In any study of ethics, the religious activities of the individual cannot be ignored. In fact, one of the functions of religion is to define ethical action. Six world religions and traditional Native beliefs are presented in this module. Each is outlined very briefly. At best, students will finish the unit with some ideas about the nature of different religions. This module will provide for students an introduction to religion and values that they may wish to pursue in more detail in the future.

The purpose of the module is to suggest that all religions have two elements: belief and action. These two themes, belief and action, are at the heart of ethics. The ethical life is one in which action is based on sound principles. It is not enough to know what is right; ethics must be demonstrated in a practical way, through action.

This module "Religion and Values," is only one part of the total ethics program, but it is an important part.

BEFORE TEACHING THIS MODULE

It is important that teachers are aware of the level of difficulty in presenting the topic of religion to Grade 8 students. **This module will not be suitable for all students, as it relies on some prior knowledge of religion. If this is absent, the module may prove to be too difficult.**

This module may be considered sensitive in some communities so it is important for teachers to demonstrate an understanding of community needs and respond accordingly. It is suggested that a parent night be held to inform parents about the module and the remainder of the course.

Teachers should read through the entire module before beginning the instruction. Listed below are a number of things that might be done in preparation.

1. Activity 5 suggests setting up a panel discussion with the local ministerial association. If this activity is to be undertaken the association should be contacted well in advance.
2. Teachers should begin to collect the newspapers to be used in Activity 6.
3. Have maps and/or a globe available so students will be able to locate countries mentioned in the readings or activities.

STUDENT EVALUATION

A balance between formal and informal methods of evaluation should be used in this unit. The module contains information about the different religious beliefs, and related vocabulary—religious terms and titles. These could be tested in formal ways. On the other hand, students are encouraged to engage in a variety of group activities—reports, dramatic activities, library and survey projects, etc.—that must be evaluated informally. As well, the module provides opportunities for the promotion of reading and writing, through written assignments to be evaluated for both form and content.

RESOURCES

Recommended

Student Resources

ACCESS Network. 1989. Religion and Values (video). Available from ACCESS Network BPN 2784-07. This is program 7 of the Junior High Ethics Resource Package. See page 10 for further information.

ACCESS Network. 1989. Religion and Values—Student Discussion (video). Available from ACCESS Network BPN 2784-08. This is program 8 of the Junior High Ethics Resource Package. See page 10 for further information.

ACCESS and University of Alberta, 1980. Native Religious Traditions: The Sacred Circle (video) and Native Religious Traditions: The Sacred Circle – Recovery (video). Alberta. Two 30-minute programs (BPN 220901–220902) available from ACCESS Network.

Bastian, D.G. Prisms of Faith. Toronto. Irwin Publishing, 1988. Available from the Learning Resources Distributing Centre. This student text examines a number of the world's religions through the "prisms" of worship, faith, religious festivals, sacred writings and religious symbols.

Teacher Resource

World Religions Series (seven of the 10 titles are authorized as Teacher Resources). Each of these videos is a 1/2-hour interview with a practitioner of the individual religions. Will be available from ACCESS Network BPN 3144. The following titles are authorized as recommended teacher resources:

Bentley West Publishing. 1983. World Religions: Islam (video). British Columbia.

Bentley West Publishing. 1983. World Religions: Judaism (video). British Columbia.

Bentley West Publishing. 1983. World Religions: Christian Protestant (video). British Columbia.

Bentley West Publishing. 1983. World Religions: Christian Roman Catholic (video). British Columbia.

Bentley West Publishing. 1983. World Religions: Hinduism (video). British Columbia.

Bentley West Publishing. 1983. World Religions: Buddhism (video). British Columbia.

Bentley West Publishing. 1983. World Religions: Sikhism (video). British Columbia.

Supplementary

Bastian, D.G. Prisms of Faith Teacher's Edition. Toronto. Irwin Publishing, 1988.

REQUIRED/ELECTIVE

In the elective section of each lesson, an attempt has been made to meet the same objectives for all students, by providing activities to suit a wide variety of interests and abilities.

MAKING A DIFFERENCE

This module is based on the belief that knowledge brings with it the responsibility for action, and that with action comes a special kind of understanding. A number of lesson plans specifically encourage students to act on the knowledge they have acquired and the decisions they have made. For example, ACTIVITY 6 suggests methods of building community spirit through positive, altruistic actions.

The survival of a democratic society depends upon the strength and character of its citizenry, and the ability of its members to work together with mutual tolerance and respect. This module is intended to lead to an understanding that all religious groups place a high value on positive, ethical action. The lessons are designed to foster the attitude that people can and should engage in positive social action.

KEY STUDENT QUESTIONS

1. What is religion?
2. What are some of the celebrations, ceremonies and rituals of various religious groups?
3. How can I increase my understanding of the beliefs of others?
4. How do various religious groups create a "sense of community" among their members?

TIMELINE

Activity 1 – The Strength of Religious Beliefs (1 period)

Activity 2 – Religion and Community (1 period)

This lesson plan sets the theme for the unit: "How do religious communities build a sense of community among their members?"

Activity 3 – Judaism: An Introduction (1 period)

A 15-year-old Jewish girl discusses some important aspects of her religion. This fictional narrative addresses some central beliefs and vocabulary.

Activity 4 – The Story of Esther (1 period)

The story of the Jewish heroine Esther is told. The story of Esther's triumph and courage is a story of hope.

Activity 5 – Christianity: An Introduction (1 period)

A 15-year-old Baptist girl discusses some important aspects of her religion. This fictional narrative addresses some central beliefs and vocabulary.

Activity 6 – Christianity (1 period)

The Ten Commandments (from the Old Testament Book of Exodus) and the Sermon on the Mount (from the New Testament Book of Matthew) are presented.

Activity 7 – Islam: An Introduction (1 period)

A 14-year-old Muslim girl discusses some important aspects of her religion. This fictional narrative attempts to address some central beliefs and vocabulary.

Activity 8 – How Can You Help Others? (1 period)

The Islamic Pillar (one of five) of Zakat (or wealth sharing) is discussed. The Five Pillars of the Islamic faith are noted. Students are encouraged to consider ways in which they might help others.

Activity 9 – Solving a Problem (1 period)

Two religious leaders, Muhammad (Islam), and Solomon (Judaism), are depicted solving actual problems. Students are asked to consider the problems, then compare their best solutions with the actual solutions offered by Muhammad and Solomon.

Activity 10 – Hinduism: An Introduction (1 period)

This activity provides a brief overview of Hinduism.

Activity 11 – The Story of Prince Arjuna (1 period)

The Hindu story in the Gita of Prince Arjuna's dilemma is discussed.

Activity 12 – Sikhism: An Introduction (1 period)

A 15-year-old Sikh boy discusses some important aspects of his religion. This fictional narrative attempts to address some central beliefs and introduce vocabulary.

Activity 13 – Buddhism: An Introduction (1 period)

This activity provides a brief overview of Buddhism.

Activity 14 – Buddhist Stories (1 period)

Two Buddhist stories, "The Mustard Seed" and "The Blind Man and the Elephant" are examined.

Activity 15 – The Circle of Life (2 to 3 periods)

The purpose of this activity is to introduce traditional Native beliefs.

Activity 16 – Good Action (1 period)

Two stories are presented, one about Guru Nanak (Sikhism) and one about Jesus (Christianity). Students are asked to consider these stories and to address how these religious leaders attempted to do good things on earth.

Activity 17 – Respect and Tolerance (1 period)

This lesson plan introduces the values of respect and tolerance. Students are asked to choose and rank pictures of people. Reasons for these choices are discussed.

Activity 18 – Belief and Diversity (1 period)

Students are asked to design a short questionnaire (or use the one given) to survey local religious groups on a number of topics. These include general beliefs, vision of service, future plans, etc. The concept of diversity is explored. A panel discussion made up of members of the community is suggested.

Activity 19 – Summary Chart (1 period)

A question list and a summary of charts are completed to help students explore the common bonds of religion more fully.

Activity 20 – Religion and Me (1 period)

Students are asked to pull together into a statement things they have discussed that focus on two parts:

- things that I am not quite sure about, and
- interesting points from other religions.

ACTIVITY 1

The Strength of Religious Beliefs

(1 period)

Generalization

Although religious beliefs are personal, they can affect how people live in groups.

Specific Objectives

1. The student will appreciate that religious beliefs are important to many people.
2. The student will appreciate the difficulty in understanding some of the beliefs of others.
3. The students will understand that their decisions and choices may have ethical implications.

Resources

STUDENT HANDOUT 1: Dilemma

Procedures

1. As an introduction to the module, teachers might explain that this is the first in a series of 20 lesson plans about religion and values. Several major religions are briefly introduced. The focus of the module is on the values of respect and tolerance, and on the "sense of community" that develops from membership in a particular religious group.
2. Distribute Student Handout 1: Dilemma, and have students read it, silently or aloud. Discuss the fictional dilemma with the class. Some sample discussion questions might be:
 - Is there a problem?
 - What is the problem?
 - List the characters directly involved in the problem.
 - What are some possible solutions to this situation?
 - What would be the consequences of each of the proposed solutions?

Note: It is important that students be aware that this situation is fictional.

3. Have students consider the dilemma individually or in groups, and suggest possible solutions. Their task is to determine what would be the best solution under the circumstances.
4. When students have made their choices, have them present reasons for their choices. They could also present the potential consequences for each of their choices.
5. Following the discussion, students should be encouraged to develop a general statement that relates to religious beliefs and conflict.

Action

Students could be asked to find, with the help of adults in their community, examples of how the religious beliefs of different groups might come into conflict. Introduce the terms tolerant and intolerant, respectful and disrespectful. Provide examples of behaviour that might be considered tolerant or intolerant, respectful or disrespectful. Refer to the definitions of "tolerant" and "respectful" given on page 103.

Evaluation

Evaluate students' on their abilities to consider alternative solutions to the problem, to list pros and cons with these solutions, to choose a solution and to support their choice.

Elective

Groups of students could write, produce and present a short play based on the dilemma in this lesson.

STUDENT HANDOUT 1: DILEMMA

Tommy Barries is a typical Grade 8 student, except for one thing. Tommy belongs to a religious group that believes that young boys and young girls should not speak to each other until they reach the age of 16. Tommy does not like the rule much, because he would like to have both boys and girls for friends, but because he loves his parents and respects their beliefs he wants to do what they want him to do. Besides, Tommy wants to do what is right, and his religion teaches that communication between boys and girls should be restricted. He believes it is for the best.

Tommy goes to a regular public school. He does not want to make trouble, but his religious beliefs do cause some problems. His class is filled with both boys and girls. He sees them every day. He has plenty of chances to talk to girls, but he knows he should not. His teacher does not want to cause Tommy trouble either, but she has a problem. She wants Tommy's class to do group projects and it is very difficult—if not impossible—to organize the classroom so that Tommy does not have to work with girls. She also does not want to offend Tommy.

Is there a problem in the above fictional story? If so, what is it?

Think about Tommy's situation. If you were Tommy, how would you feel? If you were Tommy's parents, how would you feel? What if you were a girl in Tommy's class? Tommy's teacher?

What do you think should be done? List possible solutions to the situation. Select the solution that you think would be the best and be prepared to discuss the reasons for your choice.

ACTIVITY 2

Religion and Community

(1 period)

Generalization

The individuals in a society are drawn together, through common interests and activities, into social groups.

Specific Objectives

1. The students will better understand how the community to which they belong and with which they identify affects their view of themselves.
2. The students will demonstrate awareness that their experiences affect the way they act and their attitude to life.
3. The students will understand that their own values have been shaped by the community in which they live and with which they identify.

Procedures

1. The purpose of this activity is to give introductory information about the different communities in which the students live. The lesson introduces the question "How do religions build the feeling of community within their membership?" Introduce the lesson by suggesting to students that each individual is unique, but that members of a group have some things in common. The purpose of this lesson is to help students understand some of the things they have in common with people around them.
2. Have students brainstorm some activities that a Grade 8 student might be involved in during a typical week. List these on the board.
3. Choose a particular activity and ask students to list the things that people involved in this activity may have in common. A good start might be to ask:
 - What's "in" at school?
 - What fashions in dress, language, sports, music, entertainment, do the students share?
 - What similarities might there be among people who attend the same movies, listen to the same music, read the same magazines, belong to the same religious group?
 - What type of movies do Grade 8 students like?
 - What do Grade 8 students wear to the movies?

4. Have students write in their notebooks a working definition of "community." (A working definition is one that may be revised as the module progresses.) This is a difficult concept and students may have to be reassured that the concept will develop during the course of the module.

Some discussion questions might be:

- What is a community?
- Would the institution of religion create a community according to our definition?

5. Have students write a paragraph describing the communities to which they belong and how these communities influence their lives.

Action

A profitable activity for this lesson would be to have students talk with their parents about the communities to which the parents belong and the things they learn from the communities they share.

Evaluation

Evaluate students' paragraphs.

ACTIVITY 3

Judaism: An Introduction

(1 period)

Generalization

The Jewish religion is a monotheistic religion with specific teachings, celebrations and practices.

Specific Objectives

1. The student will understand some of the specific teachings of Judaism.
2. The student will appreciate how the similar beliefs and experiences of a religion help its members build a sense of community.

Resources

STUDENT HANDOUT 2: Judaism: An Introduction

STUDENT HANDOUT 3: Chart A

Examples of writings, symbols, photos of the Jewish religious experience (if possible).

Procedure

1. The purpose of this activity is to acquaint students with some of the religious teachings, concepts and celebrations of Judaism. **Note:** Human resources are often more effective than paper and pencil resources. Probably the strongest lesson would be a discussion of the teachings, celebrations, unifying ideas, etc., given by a rabbi, preferably during a visit to a synagogue. If this is not possible, the information contained in the lesson plan will serve as a secondary source.
2. Read Student Handout 2: Judaism: An Introduction, to the students. **Note** that Sherri's account is a brief explanation of some important Jewish beliefs and principles.

Note: The monologue, told by Sherri, a fictional character, is an attempt to cover some important Jewish religious experiences in a short, one-lesson format. Teachers should feel free to add other information that would also focus on Judaism.

Ask the students to note, as you read, all those things that would help adherents of Judaism to build a sense of community.

Note to the teacher: Jewish holidays don't occur on the same day of the general calendar from one year to the next. That's because the Hebrew calendar is lunar. That means that each month follows the phases of the moon, being either 29 or 30 days long. Twelve lunar months come to 354 days, so a lunar year is about 11 days shorter than the solar one. To keep from falling too far behind (because several of the holidays have to fall in specific points in the agricultural season, which is solar), every few years an extra month is added. That means that the dates of Jewish holidays can vary by as much as a month on the general calendar.

3. After reading the handout, have the class discuss the way the Jewish religion builds a sense of community and fill in the information (as much as possible) on Student Handout 3: Chart A.

Action

Between now and the end of this unit, students could watch the news media for examples of the activities of different religions. A bulletin board could be used to collect such information.

Evaluation

Students could be evaluated on their completion of a portion of Chart A.

Elective

As an exercise in oral reading, teachers may choose to have students read Student Handout 2 aloud. This could also provide an opportunity to draw attention to the vocabulary.

An opportunity for additional study could be provided for interested students. A concordance could be used to find and read Hebrew bible stories of the characters mentioned, or the current situation of the state of Israel could be studied.

STUDENT HANDOUT 2: JUDAISM: AN INTRODUCTION

My name is Sherri. I am 15 years old and Jewish. Being Jewish seems natural for me. It's the only religious faith I have known. When I was 12 years old, I had my "Bat Mitzvah." This means that I have become part of the adult community of my faith. As far as my religion goes, I am an adult. Since my synagogue is reform, instead of orthodox, the ceremony in which I took part was exactly like the "Bar Mitzvah" ceremony that boys take part in. In orthodox synagogues a girl's "Bat Mitzvah" does not have the same status as a boy's "Bar Mitzvah."

To join the religious community and be treated like an adult, I had to study the traditions and beliefs of my faith very carefully. Being Jewish means that I must properly understand the Jewish faith. Actually, to learn about my religion I go to two schools. I go to a regular school with my friends, who are both Jewish and non-Jewish. I also attend a Hebrew school on Sunday mornings and one evening during the week. Let me tell you some of the interesting things about my religion.

Unlike Christianity or Islam, Judaism has no real founder. There are several important people who have been the leaders of my faith, however. Some of them you may have heard about. Moses is probably the most important leader, although Abraham was the first patriarch of the Jewish faith. A patriarch is like a founding father. In Judaism, there are three. These are Abraham, his son Isaac and his grandson Jacob. For Jewish people, Abraham is important because he is the first person to believe in monotheism, or one God.

Moses is our most important prophet and is seen by my faith as the great teacher. Through Moses, God gave our people the first five books of the Bible. We call these books the Torah. To Christians, the books of the Torah are the first five books in the Old Testament.

Most people believe that Israel is the homeland of Jewish people; however, what people may not know is how many Jewish people live in other places in the world. In fact, there are just over 250,000 Jewish people who live in the city of Jerusalem. However, there are almost two million (or eight times as many) Jewish people who live in New York City. In all, more than 40% of all Jewish people live in North America.

There are some basic beliefs that Jewish people adhere to. First, and most importantly, we believe that there is only one God. God is the creator of the whole universe and he alone is prayed to. However, his name is so holy that it is never mentioned by Jewish people. We do not even know the pronunciation. Instead, we use other names like God, Lord, Father or words that mean the "holy" or "blessed" one. We believe that God is good. Therefore, because God is good, we as people should also be good. We believe that people will do evil things; but, if they are truly sorry and try to put things right, they can be forgiven. Repentance, prayer and good deeds help people make up for their evil actions. Repentance means to regret doing wrong.

STUDENT HANDOUT 2 (continued)

As a Jewish person, I believe that I am part of the chosen people. God picked the Jewish nation to have a special relationship with him. To me this means that I have special obligations to others to teach them the laws and truth about God. One truth that I believe I should teach is the coming of the Messiah. We believe that when the Messiah comes, complete world peace will also come. This peace will last forever. You can see why we wait for our Messiah with such hope.

In Judaism, we have some sacred books. I have told you about the Torah, which is made up of the first five books of the Hebrew Bible. We also believe that the whole of the Hebrew Bible is sacred. We call this the Tenach. Other books are also important. The Talmud, the most important of these, contains the discussions and conversations of rabbis, written over hundreds of years. I find this book very interesting. It is like a giant encyclopedia. Much of it is written in the form of debates, proverbs, parables, and there are even some funny stories. Almost everything you might want to know about, including things like science, philosophy and medicine, is contained in it.

The Aggadah is an important body of literature. It contains stories about our heroes. Through stories, it tries to clarify things that are difficult to understand. Some examples of sayings from the Talmud include:

- "Who is the bravest hero? He who turns an enemy into a friend."
- "A man will have to give account on Judgment Day of every good thing he could have enjoyed—and didn't."

We have many celebrations in Judaism; you may have heard about some of them. For example, we celebrate our own New Year, Rosh-Hashanah. Usually, Rosh-Hashanah is celebrated in September or October. This celebration is solemn. We celebrate the creation of the world, but we also emphasize the judgment. On this day, we believe that God opens the "book of life" and reads the names of all people and the deeds that they have done. After Rosh-Hashanah, there are 10 days of penitence where God decides whether bad deeds should be punished with death. It is important, since almost everybody does bad things, to pray for forgiveness and to repent.

Yom Kippur is the most solemn day of the Jewish year. It comes 10 days after Rosh-Hashanah. On this day, God makes a final judgment about people's lives and forgives those people who have truly repented. On this day, we usually fast for 24 hours and spend a lot of time in a synagogue praying for forgiveness.

Another celebration that you might have heard of is called Hannukah. Hannukah is also called the "Festival of Lights." This festival marks the historical event of the rededication of the second temple in Jerusalem. On each day of the Hannukah celebration, which lasts for eight days, a candle is lit. On the first day, one candle; on the second day, two candles; until the eighth day, when all the candles are lit. The ninth candle, the shammash, is used to light the others. The menorah or candle holder has nine branches. The children play games, and we eat special potato pancakes called latkes.

There are many other celebrations that I have not told you about. One other celebration, called Purim, is the story of Esther's heroic saving of the Jewish people. In your next lesson, you will learn more about this important story.

Through our celebrations, we become more united as a religious community. We learn about our history, our heroes and about our beliefs.

STUDENT HANDOUT 3: CHART A

	SENSE OF COMMUNITY FOR MEMBERS
Judaism	
Christianity	
Islam	
Hinduism	

STUDENT HANDOUT 3 (continued)

	SENSE OF COMMUNITY FOR MEMBERS
Buddhism	
Sikhism	
Traditional Native Beliefs	
Other	

ACTIVITY 4

The Story of Esther

(1 period)

Generalization

As religious communities celebrate together, they learn the history and beliefs of their communities, and they learn that celebrating together enhances the growth of community.

Specific Objectives

1. The student will appreciate that celebrations have a purpose in every religious tradition.
2. The student will appreciate that religious celebrations unite individuals within a religious community.

Resources

STUDENT HANDOUT 4: The Story of Esther

Procedure

1. This activity focuses on Esther, a true heroine of the Jewish people, and her actions in defeating the wicked Haman. The general idea of the lesson plan is to show students that religious celebrations focus on some historical event or tradition.

Esther's deliverance of her people is celebrated by the Jewish people at the Feast of Purim. Actually, it was Haman who named the feast. Not only was he ambitious and vain, he was also superstitious. In deciding the day on which he was going to wipe out the Jewish people, he threw a kind of dice named (in Hebrew) Purim. On the night before Purim, the story of Esther (in the book of Esther in the Jewish Bible) is read in the synagogue. Every time that Haman's name is mentioned in the story, the children stamp, clap and make noise with special noisemakers. They do this symbolically to wipe out Haman's name and the idea of the evil that he plotted. The next day, on Purim, the Jewish people celebrate the victory of faith over hatred.

2. Distribute Student Handout 4: The Story of Esther. Ask students to read the handout. If it is possible to have a rabbi visit the classroom, you may ask the rabbi to tell the story of Esther.

Another suggestion is to read the story on audiotape and play it for the students, or simply read it orally to them.

3. Have students refer to Student Handout 3: Chart A. Have the students, either singly or in groups, list each belief or action they have seen in these two lessons that would foster a sense of community.

Action

Students could make a list of ways in which their own families celebrate significant events, such as birthdays, anniversaries, traditional or religious holidays.

Note: Sensitivity should be demonstrated toward students who do not experience celebrations.

Evaluation

Elective

Advanced students could read the Jewish bible story of Esther as a piece of literature, looking for characters, plot, irony, action, etc.

Students may wish to research times in history when the Jewish people were the victims of intolerance and disrespect. The most significant time would be the Holocaust.

STUDENT HANDOUT 4: THE STORY OF ESTHER

King Ahasuerus replaced Queen Vashti because she "displeased" him. Nobody knew why; displeasure could cover a multitude of things, for the king's actions depended on whim and mood of the king. Kings were, after all, kings and what they said was not to be questioned.

Esther was very beautiful and she was chosen to be the wife of the king.

Esther was especially close to her older cousin, Mordecai. Mordecai had troubles of his own. He was Jewish; King Ahasuerus was Persian. The Jewish people had been captives in Persia for a long time. They were not citizens, but the Persians had become accustomed to them, and to their observances and distinctions. That is, most people had become accustomed to them—but not Haman.

Haman was an enemy of the Jewish people. At about the same time Esther was chosen queen, Haman was chosen to be the prime minister to King Ahasuerus. This made him responsible for deciding matters of state; he decided who was the enemy, and what people were potentially troublesome to the king.

Mordecai had already caused trouble. Because Haman was only a man and Jewish people should bow down only to God, Mordecai had refused to bow down to Haman. Haman, too vain and ambitious to tolerate Mordecai's action, became angry. Mordecai must be destroyed, and for good measure, all his people—the Jews—must be destroyed, as well. Haman told King Ahasuerus that the Jews were troublemakers who refused to obey the king's laws, and that in the interest of safety they must be destroyed. He advised that they should be taken by surprise and killed before they could organize a defence. Haman's plan was not subtle, but it was effective. In anticipation of his revenge he even had a special gallows built, from which he planned to hang Mordecai. The king had no reason to distrust Haman. Certainly he was ambitious, but it was ambition that helped make a kingdom strong. He accepted Haman's plan, and decreed that the Jewish people should be killed, without warning.

Mordecai somehow learned of Haman's plan. His only hope was that Esther, also a Jew, could persuade King Ahasuerus to rescind his decree. Esther was in a difficult position. In those days, the one and only duty of the queen was to be beautiful to please the king. Politics were not her business; in fact, the rule was that she could see the king only at his request. To approach him without being summoned was to risk his wrath, and Vashti, the former queen, had already been displaced because she had displeased the king. But Esther had no choice; to save her people she had to see the king.

She invited the king and Haman to a banquet, and the king accepted the invitation. At the banquet she told him of Haman's plot. "I am Jewish too," she told him. "To kill my people is to kill me!" The king loved Esther, and he was angered by Haman's actions. But he, too, was in a difficult position: even the king could not rescind a royal decree. Ahasuerus went to the garden to ponder the problem.

Now Haman knew he was in trouble. It was obvious that the king loved Esther more than he liked Haman. While the king was in the garden, Haman begged Esther to save his life. He threw himself at her feet, begging, and when she retired to her room, he threw himself on her bed. Unfortunately, for Haman, the king returned at this moment. The sight of Haman on his wife's bed was too much, and he ordered Haman hanged from the very gallows that he had built for Mordecai. The king could not rescind the decree of death for the Jewish people, but he warned them of the attack so that they could prepare to defend themselves.

STUDENT HANDOUT 4 (continued)

When the attack came, the Jewish people were armed and ready. With God's help they won a victory. Mordecai was chosen to replace Haman as prime minister, and the place of the Jewish people in the Persian empire was firmly established. What had appeared to be a disaster was turned into a victory. Esther became the heroine who saved her people.

Jews believe that even though the story doesn't mention God in connection with the events in the Esther story, God's hand was working invisibly behind the scenes to arrange events in such a way that the Jews would be saved and Mordecai would be rewarded for refusing to compromise his religious beliefs.

ACTIVITY 5

Christianity: An Introduction

(1 period)

Generalization

The Christian religion is monotheistic. Christ, the central figure of the religion, is seen as the Son of God and part of a Trinity.

Specific Objectives

1. The student will understand some of the specific teachings of Christianity.
2. The student will understand the ways in which the Christian religion helps to build a viable religious community.

Resources

STUDENT HANDOUT 5: Christianity: An Introduction

If possible, writings, symbols, pictures relating to Christianity might be included.
Large blank sheets of newsprint and dark pens.

Procedure

1. The purpose of this activity is to acquaint students with some of the religious teachings, concepts and celebrations of Christianity. The reading, and the use of a variety of pictures and symbols, should provide students with a basic understanding of the nature and diversity of the Christian faith.
2. Teachers or students are encouraged to set up a panel discussion with representatives of Christian denominations from the local area. Many communities in Alberta have ministerial associations and students may wish to contact one of these.

In approaching potential panel members, it would be wise to indicate that this is not a unit in comparative religions, but a study of the way in which religious groups develop a sense of community.

Note: It is suggested in the section "Before Teaching this Module," that students be encouraged to design a list of questions for the panel discussion. If they are having some difficulty, the following questions might be included:

- What things does your denomination do to help develop a feeling of community within its membership?
 - In what ways does your denomination work with other denominations within the community? What projects, if any, are shared?
 - Are there beliefs that are shared by Christian and non-Christian religious people, which might be a focus for the development of respect and/or tolerance?
3. If a panel discussion is not set up, ask the students to tell you what they know about the Christian faith. Discuss the answers, and list points on the board.

4. Point out that Tara's explanation is an attempt to present some of the important elements of Christianity in a short, one-lesson format. Remind students that Tara is a Baptist, and that the beliefs of other Christian denominations may differ in some respects from those she outlines
5. Distribute Student Handout 5: Christianity: An Introduction. Ask students to read the material, and to keep in mind, as they read, the organizing question for the unit: "What things do you find in this lesson that provide examples of tolerance and respect?" Ask them to put a check mark beside each example they find.
6. When the students have finished their reading, organize them into small groups. Provide each group with a large blank sheet of paper, and ask them to list the examples of tolerance and respect that they found.
7. Have each group list taped or tacked at the front of the room, and have the class look for similarities among the lists. As they point out similarities, discuss the way in which each example encourages tolerance and respect.

Action

- (a) If a panel discussion has taken place, have the class draft, write and send a letter of thanks to each of the participants. The letter should state some of the important points learned during the discussion.
- (b) Encourage students to think about the way in which people, religious groups and religious teachings promote tolerance and respect.

Evaluation

Evaluate students' participation in the work of setting up and conducting the panel discussion.

If cognitive aspects of the unit are stressed, knowledge of concepts could be tested.

Elective

Some students might plan and develop a panel discussion of their own. The development of such a plan might be a learning experience in itself, or the panel discussion might actually take place as planned.

STUDENT HANDOUT 5: CHRISTIANITY: AN INTRODUCTION

My name is Tara Johnson, and I am a 15-year-old girl. I attend a Baptist church in rural Alberta with the rest of my family. My family and I are all Christians, like my grandparents who live in the same town. In fact, most of the people in the town where I live are also Christians, although not all of them are Baptists. Some of my friends go to different Christian churches, and we believe different things. For many people who are not Christians, it would probably seem odd that all Christians do not believe the same things; but it is true. I have some friends who are Catholics, and they share only some of the beliefs that I have. I have some friends who go to a Pentecostal church, and they believe different things too. Sometimes we talk about the differences in our faith. But, generally we just seem to accept the things that are different and stress the things that are similar.

Some of the things that we share are our belief in Jesus, our belief in the Bible and the idea that, as Christians, we must act in a way that will please God. When I first visited my friends' churches, I noticed how different their services were. However, despite how different their church seems to me, I know that my friends and I have some similar beliefs. Let me tell you some of the beliefs that we share as Christians.

First, we believe that Jesus Christ is the Son of God. The Bible tells me that Jesus was a moral teacher. Like God, Jesus is eternal. I also believe that Jesus never sinned. All of the rest of us have done things that are wrong and that violate the holy laws of God, like the Ten Commandments, or the teachings of Jesus in the New Testament. He was perfect.

I also believe that the Bible is the Word of God. Our Bible, I know, has two parts. First is the Old Testament. Second is the New Testament. The Old Testament, my grandfather tells me, is just like the Jewish Bible. In this way, he says, we share the beliefs of Jewish people as well as other Christians. However, he says, the Jewish people do not believe in the second part of the Bible—the New Testament. To me, the New Testament is the most important. It tells the story of how Christ lived on the earth and how his teachings affected the people of the day. By reading the New Testament, I also know that I can learn about how I should live.

I believe that Jesus is a unique person—unlike any other. I also believe that only by accepting the fact that Jesus's life and death were a sacrifice for me, can I ever come to live in a right relationship to God. Like all other people, I know that it is impossible for me to live without sinning. Because all people are born in a state of sin, they are separated from God. Except, God loved us and God sent his son, Jesus, to bring us back to God. Jesus, through his life, shows me how I might live better. When I read the stories about Jesus in the New Testament, I know that I see the example of a person who lived the best way possible. In some ways the Christian message is simple. The Bible tells me that I should love God and love my neighbour as I love myself.

The love that Jesus showed in the New Testament certainly was an example of patience, putting other people first, forgiveness and love. When I was about 12 years old, I took a class within my church where I learned the beliefs of the Baptists. One of the things that my pastor told me was that no matter how hard I tried, I could not live a perfect life. That is why, he said, my hope for heaven is based not on what I can do but what God can do. Essentially, what I must do to receive salvation is to believe that Jesus Christ was my personal saviour, to study the Bible, and this is the only way I can know God, and ask God to forgive me for being sinful.

STUDENT HANDOUT 5 (continued)

As I have been reading about other religions, I have come to know that there is one thing different about being a Baptist and being a follower of some other religions. I have read that some religions believe that there are many ways to find God. However, Baptists believe that there is only one way to find God. Our denomination believes one must become a born-again Christian to truly know God. This may sound intolerant, but I don't think I am intolerant or that I don't love other people. My religion teaches me to love everyone, regardless of who they are.

I enjoy going to church. I especially like to go at special times of the year. I guess that Christmas is my favourite time. At our church, we have a play called the Christmas Story. One person plays the part of Joseph, Jesus's father while Jesus was here on earth. The part of Mary is played by the man's wife. We dress up like we think the people at the time of Jesus' birth dressed—robes and sandals. Then, we read the Christmas Story from the Bible. In this way we celebrate the birth of Jesus on earth.

Another special time is Easter. I said before that Christians must accept the gift of Christ's sacrifice. We believe that Jesus let himself be taken and killed by the Roman government and its soldiers. I think that he could have escaped because he had done many miracles, but he chose not to. He was killed by being nailed to a wooden cross. But although Jesus really died in his physical body, he was resurrected (he rose from the dead) after three days. This resurrection day is called Easter. Christians believe that this resurrection is a very powerful day in our lives. Christ's resurrection means that Christians also can conquer death and will live in heaven forever. We celebrate it every year at our church by singing special songs and remembering Christ's sacrifice by taking communion. Communion is when bread and wine, representing sacred symbols of Christ's body and blood, are consumed. He actually lived in heaven, but chose to come down to earth to live like a human.

When I grow up, I want to be a dentist. Although this doesn't seem like a religious job, I believe that I can do any job I choose in a way that shows my religious beliefs and my love for God. I read the Bible several times a week, each time trying to learn more about living a Christian life.

ACTIVITY 6

Christianity

(1 period)

Generalization

This lesson helps students examine a relevant medium, the newspaper, and discuss how effectively it reflects legal as well as religious values.

Specific Objectives

1. The student will examine newspapers and consider how accurately the news, as reported by the media, reflects the actual standards of society.

Resources

STUDENT HANDOUT 6: Christian Teachings

STUDENT HANDOUT 3: Chart A

Procedure

1. Introduce the topic for the activity by talking about the need for laws and rules of behaviour. Suggest that all people need to live by rules, that limits must be established, and that negative or harmful behaviour should not and cannot be tolerated. Students may not know that one of the bases for our laws, the Ten Commandments, is religious.
2. Ask how many students have heard of the Ten Commandments. You might put your students into groups of four or five, and see which group can name the greatest number of Commandments, or can name all of them in the least time.
3. Distribute Student Handout 6: Christian Teachings. Please note that quotes are from the Good News Bible. You may wish to read the handout orally to the students, pausing to talk about terminology.
4. Give students the following directions:

News items are essentially stories about people. These stories tell about how people live, what they do and how their actions affect other people. Your task is to read the newspaper for a two-day period and to look for articles that show people either living according to the principles set forth in the Sermon on the Mount, or in the Ten Commandments. You may also wish to collect articles that would demonstrate examples of actions that go against these.

5. Provide each student with two newspapers. These may be daily papers from a major urban centre in Alberta or Canada, or they may be local papers. They need not be current issues; they may be newspapers that you have collected over the year.
6. Have students find articles that match the criteria.

7. When the articles have been reviewed, ask the students questions that will help them analyse the articles. Some questions might be:
 - a) Does the number of articles in each category tell us anything about what is happening in the world today? If so, what?
 - b) Do you think the proportion of articles in each pile really represents the way the world is, or, does it reflect the way that newspapers report the news?
8. Ask students to refer to Student Handout 6: Christian Teachings, and to note on their chart (Student Handout 3) how following the Ten Commandments or the principles of the Sermon on the Mount can help build a sense of community.

Action

Encourage students to continue to watch the news, to see how media reflect the world—if indeed they do. Ask them to view television and movies, looking for ways people do good things for each other. A list of positive actions can be collected at the end of the unit. (This will help students develop their critical thinking abilities.)

Evaluation

One way to evaluate students' learning is to assess their ability to analyse the media and categorize the articles into themes or groups.

Elective

Students might be encouraged to keep a class scrapbook over the course of the unit.

STUDENT HANDOUT 6: CHRISTIAN TEACHINGS

The Ten Commandments are not only religious ideals, they have served as one of the bases for the legal system that North Americans follow. The Ten Commandments are important to all North Americans for this reason, but they are especially important to Christians and Jews. They have been listed as a pattern of right behaviour for several thousand years.

The Ten Commandments

1. Worship no God but me.
2. Do not bow down to any idol or worship it, because I am the Lord your God and I tolerate no rivals.
3. Do not use my name for evil purposes, because I, the Lord your God, will punish anyone who misuses my name.
4. Observe the Sabbath and keep it holy.
5. Respect your father and your mother, so that you may live a long time in the land that I am giving you.
6. Do not commit murder.
7. Do not commit adultery.
8. Do not steal.
9. Do not accuse anyone falsely.
10. Do not desire another man's house; do not desire his wife, his slaves, his cattle, his donkeys, or anything else that he owns.

(Exodus 20: 3–17: Good News Bible)

Christians are required to follow the commandments. They are also required to follow the pattern of behaviour set by Jesus Christ.

Christians believe that Jesus was God's son. He was perfect, and never did or said anything wrong. Throughout the New Testament, the preaching and actions of Jesus can be read. However, probably the clearest example of Jesus's preaching is found in the passage of scripture referred to as "The Sermon on the Mount." In this sermon, Jesus taught a new and different way to live. The eight principles of this new way of living can be seen below:

Jesus said:

Happy are those who know that they are spiritually poor; the kingdom of heaven belongs to them!
Happy are those who mourn; God will comfort them!
Happy are those who are humble; they will receive what God has promised!
Happy are those whose greatest desire is to do what God requires; God will satisfy them fully!
Happy are those who are merciful to others; God will be merciful to them!
Happy are the pure in heart; they will see God!
Happy are those who work for peace; God will call them his children!
Happy are those who are persecuted because they do what God requires; the kingdom of heaven belongs to them!

(Matthew 5: 3–10: Good News Bible)

Together, the Ten Commandments and the Sermon on the Mount form a message about what Christians should not do and what they should do. Christians believe that if every person in the world followed these principles, the world would be a better place in which to live.

ACTIVITY 7

Islam: An Introduction

(1 period)

Generalization

Islam is a monotheistic religion that has many specific beliefs, celebrations and rituals.

Specific Objectives

1. The student will understand some of the specific teachings of Islam.
2. The student will appreciate how Muslims use the understandings and actions of their religion to build a viable religious community.
3. Students will work co-operatively in groups.

Resources

STUDENT HANDOUT 7: Islam

Examples of writings, symbols, photos of the Islamic religious experience (if possible).

Procedure

1. A guest speaker would be the best way to present an overview of Islam. If this option is not possible, the written narrative will provide an overview for students.

Note: You may wish to have students visit a mosque such as the Al Rashid Mosque in Edmonton. It is important that females be suitably covered when visiting a mosque.

2. The purpose of this activity is to acquaint students with some of the religious teachings, concepts and celebrations of Islam. Ask students to take out a clean sheet of paper. Give them the following directions.

We are going to study Islam in the next two activities. I will give you three minutes to write down everything you already know about this religion. If you are a Muslim, or know quite a bit about the religion, write some of the most important things. If you don't know very much about Islam, or are not quite sure, write some things you think you may know about Islam or some of the things you would like to know.

3. When the time is up, review some of the points that have been written. If there are students in the class who know a good deal about Islam, ask them to share their knowledge. It is important that this be done only if the students are comfortable.
4. Break the class into groups of four or five. Distribute copies of Student Handout 7 and have it read orally in the groups.

Note: Discuss with students the fact that within Islam there are two major groups; the Sunni, and the Shia. Although there are differences they are all considered to be Muslim. The Shia believe in the teachings of Muhammad's descendants. You may relate this to the students'

experience by discussing denominations within Christianity. Out of approximately 1,000,000,000 Muslims throughout the world, 900,000,000 are Sunni. The remaining 100,000,000 belong to other groups such as the Shia, Ismaili, Druze or Ahmadiyya.

5. When students have finished their reading, draw attention to the paragraph in the handout that outlines the five religious duties of Islam. Working in their groups, students should list these duties on a sheet of paper, and give reasons how each duty could help religious members build a sense of community.
6. When the lists are complete, ask each group to make a copy of its list and pass it to the group on its left, to be circulated through the other groups.
7. As the papers are passed around, have each group add the ideas of the other groups to its list, marking the group number beside each idea as it is added.
8. When the lists are complete, have each group check for overlap. Allow them to check with other groups for clarification as necessary.
9. Collect the final project from each group.

Action

Have students prepare a class poster depicting the things they have found out about Islam.

Evaluation

Evaluate the final project from the groups, looking for completion. Group participation could also be evaluated.

Elective

Groups of students could be sent in search of additional material related to the Islamic religions—writings, symbols, pictures, etc. These could be used in a visual display, to provide additional information about the religion.

STUDENT HANDOUT 7: ISLAM: AN INTRODUCTION

My name is Sahar, and I am a 15-year-old Muslim girl. I have three brothers and two sisters and we live in a large city here in Alberta. I am going to tell you about my religion, because it is so important to me. Like other people who are religious, I believe that my religion teaches me how to live better and how to understand God. Although I attend school and live in Canada, I have many relatives who live throughout the world.

One of the reasons I am pleased to be a Muslim is that my religion has such a strong tradition. There are two main groups within Islam: Sunni and Shia. Both live by the Qur'an and the Sunnah, which is the word used to mean the example set by Muhammad's life. The Shia believe in the teachings of the descendants of Ali ibn abi Talib, the cousin and son-in-law of Muhammad.

There are over one billion Muslims in the world and Islam is the second largest of all religions. There are now over 10 million Muslims in the Americas. Edmonton houses the first mosque built in Canada, the Al-Rashid Mosque, which now stands in Fort Edmonton Park. You may someday have the opportunity to visit this historic mosque.

Approximately fourteen hundred years ago, a man named Muhammad lived in the city of Mecca in Arabia. When he was 40 years old, the angel Gabriel came to him and gave him the message to call all humanity to recognize only one God, the Eternal, the Creator of the entire universe.

Revelations continued to come to him over a period of 23 years. These revelations were written down and then compiled into a book called the Holy Qur'an. The Holy Qur'an proclaims Islam as a universal religion. Islam means peace, and a Muslim is someone who submits to God and His Will. It is the same religion preached by all past prophets, including Abraham, Moses, David, Jesus and, lastly, Muhammad. Muslims have a great respect for Jesus, acknowledging him as one of the greatest prophets. Also, we revere Mary, the mother of Jesus. Jesus himself announced the coming of the prophet Muhammad as attested to in the scriptures.

Muslims believe in several articles of faith. The main belief is in the Oneness of God. Every Muslim must believe in and worship the One Merciful and Compassionate God, who is the only Creator of the universe and all that is in it. We also believe in all the angels, in all the prophets sent by God, in all the books of revelation as they were revealed, in the resurrection and in the day of judgment, and in heaven and hell.

My religion teaches a pure form of monotheism (belief in one God) and regards polytheism (belief in many gods) as the most grievous sin. We always address God by the Arabic name Allah.

To be a Muslim means that you must complete certain religious duties. We are required to pray five times a day, to pay charity, to fast in the month of Ramadan, and, if possible, to make the pilgrimage to Mecca in Saudi Arabia once in our lifetime. Finally, to be a Muslim one must declare the creed outloud, with full understanding and belief. The creed is "There is no God but Allah, and Muhammad is the messenger of God."

We pray five times a day: at dawn, noon, mid-afternoon, after sunset, and at the end of the day. It is important that we face Mecca while we recite our prayers. During the prayers Muslims first stand in reverence, then bow down and finally prostrate themselves with their foreheads touching the ground.

STUDENT HANDOUT 7 (continued)

One of the other duties that is important for Muslims is to share their wealth with others not so fortunate (pay charity). This sharing of one's wealth assures that the rest of a person's property can be considered blessed. Another of the five religious duties states that during the month of Ramadan (the month when the Qur'an began to be revealed to Muhammad) all Muslims must fast. This means that during the daylight hours Muslims must not eat or drink anything.

As Muslims we follow the lunar calendar in our religious practices. This means that our religious holidays occur 11 days earlier every year according to the solar calendar. Our two major holidays are:

1. **Eid ul Fitr (Day of Thanksgiving)**
This holiday comes at the end of the month of Ramadan. To celebrate, we attend the mosque for prayers, give gifts to the young children and visit with one another.
2. **Eid ul Adha (Day of Sacrifice)**
This holiday comes towards the end of the annual pilgrimage to Mecca. The time for the pilgrimage is two months and ten days after Eid ul Fitr. (Muslims, if able, make the pilgrimage to Mecca at least once during their lifetime.) To celebrate this holiday, we attend the mosque for prayers. Usually each household slaughters an animal such as a goat or sheep during this holiday.

Other holidays are the birth of the Prophet Muhammad on the 12th day of Rabi Al Awwal (the third month of the lunar calendar), and New Year's Day on the first day of Muharram. On our holidays, we attend special prayers at the Mosque and then celebrate with a holiday feast.

Islam teaches me to practise purity and cleanliness: purity of heart and mind and cleanliness of the body. It instructs me not to drink alcohol and not to take drugs. I am forbidden to eat pork and the blood of animals. It is permitted for me to eat the meat of other animals that have been properly slaughtered.

I am grateful to have had this opportunity to tell you about Islam. I hope that the things that I have told you help you to understand a bit more about our beliefs. As a Muslim and a Canadian, I feel comfortable and happy living in a country where there is a strong emphasis on understanding and accepting one another—even in our differences.

ACTIVITY 8

How Can You Help Others?

(1 period)

Generalization

Those who are able have a responsibility to care for those who are in need.

Specific Objectives

1. The student will understand the Five Pillars of the Muslim faith (focusing on Zakat) and will begin to see how these pillars contribute to alleviating community needs.
2. The student will create and conduct a survey to discover how the community responds to needs.
3. The students will appreciate that their own community has needs and will take steps toward helping those with needs.

Resources

STUDENT HANDOUT 8: How Can You Help Others?

Procedure

1. The purpose of this activity is to consider one of the Five Pillars of the Islam faith (Zakat—wealth sharing) and, through this consideration, to explore how the needs of the poor might be met. There are three parts to this plan: an introduction, a review of the concept of Zakat and a survey of community agencies in an exploration of how needs are met. An action component allows students an opportunity to consider what they (or others) might do in an attempt to address needs; e.g., donate to a food bank.
2. Review the brief introduction. Discuss agencies within the local community that exist to help other people.

Ask students the following questions:

What are some of the social agencies in your area that do things for people in need?
What do the churches, synagogues, mosques or other agencies in your area do for those who are in need?
Why do churches and other agencies do things for those who are in need?

3. Remind students that they have learned about human needs in their Grade 7 study of culture. Ask them to consider the question "What are the needs of all human beings?" Read Part I of Student Handout 8: How Can You Help Others?
4. On the board, make a list of all the things that students believe to be needs. To get the discussion going, ask the question: "What are the three things in your life that you could not live without?"
5. Read Part II to students. As you read the Five Pillars of the Islamic faith, make sure to point out which ones are concerned with building the Islamic community, and how.

6. Remind students that one job of any family or community is to take care of the needs of its members. Suggest to students that all religious systems address the problem of needs, but in different ways. In your local area, there are undoubtedly needy people who can be given aid. With your students, make a list of the agencies (including churches) that attempt to help those with needs.
7. Design a program that you can use to survey the agencies in your community—both religious and secular—to see how your community helps the needy. Assist students to make a list of questions that you might ask people from those agencies. Before doing any survey, a general set of questions is needed. Students may have questions that they want answered. If they can think of questions, list these. Some questions that might be considered are:
 - Who, in the community, are the needy?
 - What are the biggest needs of the needy?
 - How does your agency try to help the needy?
 - Are there ways that citizens can get involved with helping others? If so, how?
8. Collect the information from the surveys. Students can do these surveys from home or the surveys might be completed via telephone or personal interviews with teams of students. It is wise to consider the list carefully and to organize the survey. Only one person—or team—should interview the agency, or person.
9. After you finish your short survey, combine the data.

Discuss the findings. Use the list of questions to generate responses. What did the students find?
10. Have students fill out Student Handout 3, listing how Muslims work as a group to build a sense of community.

Action

Students have had an opportunity to consider what they might do in an attempt to address and meet needs. Some questions they may wish to consider are as follows:

- Are there needs in our community that we could alleviate as a class? Write your responses in your notebooks. Are there ways that your community can better serve the needy?
- Are there ways that your class can help? What about you? Can you help? If so, how?

Evaluation

Evaluate the survey instruments. The following questions seem appropriate:

- Did the survey ask appropriate questions?
- Did the students collect relevant information?
- Were the students able to organize the data?
- Were the students able to plan activities that might aid other people?

Elective

As a challenge activity, have those students who are interested design a new agency or a new way to help the needy within their community.

STUDENT HANDOUT 8: HOW CAN YOU HELP OTHERS?

Part I: Introduction

It is apparent that we don't live alone in the world. Every place we look, there are other people. For most of us this is good. We like people. We would be lonely without them. In this way, we are very much alike.

But, not all of us in the world are the same. This module suggests some of the ways that people throughout the world hold different beliefs. There are many other differences, as well. There are also disparities. Some of us have all we need; some of us do not.

When you were a child, you probably thought that you needed certain things that you later found out you didn't really need. Maybe it was a particular toy. Maybe it was that candy bar you wanted that your parents kept you from eating. As you grew, you came to realize there is a difference between a need and a desire (a want).

This activity is about human needs and how one religion—Islam—attempts to answer these needs. One of the first tasks in coming to understand how to address human needs is to come to understand exactly what a human need is and what a human want is. What, exactly, is the difference? Probably the answer to this question is not as difficult as you may think. This lesson asks you to consider the question: "What is the difference between a need and a want?"

Sometimes you might hear people say things like "At least we have food on the table," or "As long as I have my health...." What these people are really saying is that food and health are human needs that they value very much. Probably most of us would agree that these two are basic human needs. What are some others? Consider the question. Make a list of all those things that you believe are basic human needs—not human desires.

Part II: Zakat (Wealth Sharing)

The Islamic faith has, as part of its beliefs, consideration for others. Those with wealth are required by religious law to give to those people who are less fortunate or less able to care for themselves. The Islamic religion is, possibly, the religious system most concerned with this aspect of wealth sharing. Certainly, other religious systems make charity a part of their beliefs; however, none does it more strongly than Islam. Muslims believe that no person should be allowed to stand idly by while another person suffers misfortune.

There are five "pillars" of the Islamic faith. These are called pillars because all Muslims believe in these. As well, Muslims believe that these five pillars of the Islamic faith hold together all people who are followers of Islam. The Five Pillars of the Islamic faith are:

1. **Creed:** Muslims repeat the two-part creed. There is no God but Allah. Muhammad is the messenger of God.
2. **Worship:** Muslims are required to pray five times per day at particular intervals.
3. **Wealth Sharing:** Muslims are required to be charitable with the wealth they acquire.

STUDENT HANDOUT 8 (continued)

4. Fasting: During the month of Ramadan, Muslims are required to go without food or drink from daybreak until sundown.
5. Pilgrimage: Adult Muslims, if possible, travel to Mecca at least once in their lifetime.

Not only do these five things serve as commandments of the Islamic faith, they also help the Muslim people build community. They build community in two ways. First, they give Muslim people things to do together. For example, as Muslims pray toward Mecca five times each day, they are joined by other Muslims who are worshipping in the same way. Muslims travel to Mecca with other Muslims who are also on a pilgrimage. The people come to feel they are a family.

A second way that Muslim people build community is by helping each other. The Five Pillars of the faith require that Muslim people consider each other. For example, fasting is a constant reminder of Allah's gifts. But fasting is also much more. The Muslim, by being hungry, is required to consider all those who are hungry, not because they want to be, but because they have no choice. They are poor.

Zakat is a pillar of the Islamic faith. Zakat requires that Muslim people share their wealth with others. There are two purposes of Zakat. First, the wealthy must be convinced that their wealth belongs only partly to them. It also belongs to their fellow human beings who may need it for their own lives and subsistence. The second reason is that Islam wants to make sure that the needy will be supported.

ACTIVITY 9

Solving a Problem

(1 period)

Generalization

Wisdom exists in a variety of religions of the world.

Specific Objectives

1. The student will understand that the ability to make fair and wise decisions was evident in the lives of both Muhammad and Solomon.
2. The student will investigate two real-life dilemmas, discuss possible solutions and evaluate the decisions of Muhammad and Solomon.

Resources

STUDENT HANDOUT 9: Solving a Problem

Procedure

1. Introduce the idea that within most organizations, even religious ones, leadership is conferred on those who seem to have the right qualities. Demonstrating the ability to make wise and practical decisions is one way a person can gain status within a group.

You may choose to introduce the concept of leadership by asking students to name some world or local leaders. Once these leaders are introduced to the class (they may be listed on the board), you might direct a discussion focusing on why these people became leaders. Specifically, what qualities do these people seem to have?

2. Tell students that they are going to read two real-life situations involving religious leaders of the past: Muhammad and Solomon. The purpose of this lesson is to examine how fairness and honesty played a part in solutions to problems.
3. Distribute Student Handout 9: Solving a Problem. Read the handout orally with students, going over the problem so that the students will understand the issue involved. Give the students 10 minutes to think about and write a possible solution to the problem.
4. After 10 minutes, have students break into small groups of about five students. Have them take turns discussing each of their solutions to the problems. On a piece of paper, have each of the groups choose the two best solutions from their group. (You may introduce some criteria that would help them judge their choices. For example, logic, justice or potential for avoiding conflict may serve as possible criteria.)
5. Record each group's decisions on the blackboard.

6. After there has been a discussion of solutions, read the solutions of Muhammad and Solomon. Ask the students to discuss these solutions in reference to the criteria of logic, justice and potential for avoiding conflict. (You might want to decide which of the class solutions was the best one and/or compare the class solutions to the solutions given by Muhammad and Solomon.)

Note to the teacher: The Ka'bah in Mecca is a towering cubical-shaped building of grey granite draped in black brocade. Muslims believe the Ka'bah to be the first "House of Worship" built and dedicated to One God. It was built by the Prophet Abraham and his first born son Ishmael 4000 years ago. It has been a centre for monotheistic worship in that part of the world since. Muslims always face towards the Ka'bah when they pray.

After receiving the "Message" from God, the Prophet proceeded to spread Islam throughout Arabia. He struggled hard to ensure that Islam would be accepted by his people. While being a man of "Peace," he and his followers after their migration to Medina, were frequently attacked by various Arab tribes who were idol worshippers. Under the circumstances the Muslims were compelled to defend themselves.

Returning to Mecca after an absence of 10 years He entered in Peace and purified the Ka'bah of all the idols housed therein and rededicated it to One God, the god worshipped by Prophet Abraham.

Muhammad's Solution

Muhammad decided that if there was going to be peace between the tribes, each one had to have an equal part in the solution. If one tribe got to put the Black Stone into its rightful place, the others would be angry. Muhammad's solution was simple. He got each of the four chiefs of the tribes together. He put the Black Stone on a blanket. Each of the chiefs grabbed a corner of the blanket, and together they lifted the stone into place. This way each of the tribes had an equal share in the solution.

Solomon's Solution

Solomon knew that one of the women was lying. He also knew that he could not tell who had given birth to the baby that was in his court. But, he decided that there was more to being a mother than just giving birth to a baby. A mother should love her children enough to be willing to give them up if it meant that they would be safe from harm.

Solomon said that, since he couldn't tell whose baby it really was, the baby should be cut in half and half given to each of the women. Although this solution would have killed the baby, one woman agreed. The other said that she would give the baby away to the other woman. Solomon gave the baby to the woman who was willing to give the child away. He believed that no matter which woman was the one who had given birth, the true mother would be willing to protect the baby at all costs.

Action

Have students write a short paragraph indicating what values they thought were involved in each solution.

Evaluation

Evaluate students' group participation and their short paragraphs.

Elective

Students may want to look at the "wisdom of the day." Discuss some of the current world problems and how world leaders are attempting to solve them.

Students may wish to conduct further research on both Muhammad and Solomon.

STUDENT HANDOUT 9: SOLVING A PROBLEM

Introduction

Read the following two real-life situations. After you have read these situations, write what you think would be a solution to the problem. When you have written your own solution, share it with your group.

Problem 1 Muhammad: The Solution of the Black Stone

The dispute was difficult. Of the four tribes that had worked together to restore the Ka'bah, each wanted the highest honour. Someone had to replace the Black Stone into the rightful spot and each of the tribes claimed the privilege. No tribe wanted another to be more blessed.

They had worked together to rebuild the Ka'bah, but now the problem of replacing the Black Stone loomed as a difficult dilemma. After all this working together, was there now going to be fighting? Could a solution be found that was acceptable to all of the tribes?

Muhammad was only 35 years old. Yet, he was asked to solve the problem. How could he do it?

Problem 2 Solomon: Whose Baby Is This?

Solomon was the Jewish king. God had asked Solomon, when he was a young man, to choose one blessing and Solomon had chosen wisdom. In fact, Solomon was known as the wisest man in Jewish history. As King of Israel, Solomon was asked to solve disputes among the people. Now he was faced with a difficult problem.

Two women came into Solomon's court. With the two women was a young baby. Each woman claimed that the little child was her own baby, and of course the baby was too young to talk to settle the matter. Now it was up to Solomon. But, what could he do? There were no witnesses. No one existed in the kingdom who could tell for sure which woman was, in fact, the real mother.

Solomon was asked to settle the dispute. What do you think he should do?

ACTIVITY 10

Hinduism: An Introduction

(1 period)

Generalization

Hinduism, the oldest major world religion, is characterized by having no founder and by stressing reincarnation.

Specific Objectives

1. The student will understand some of the specific teachings of Hinduism.
2. The student will work on library research.

Resources

TEACHER RESOURCE 1 or STUDENT HANDOUT 10: Hinduism.

Examples of writings, symbols, photos of the Hindu religious experience.

Procedure

1. The purpose of this activity is to acquaint students with some of the religious teachings, concepts and celebrations of Hinduism. Hinduism is a difficult religion to understand, particularly in a short study. If possible, it would be beneficial to invite someone into class who practises Hinduism. A secondary source of information is Student Handout 10: Hinduism: An Introduction.
2. Organize your class for library research. The topic of research will be the Hindu religious and political leader Mahatma Gandhi. Teachers should choose the topics to be studied in Mahatma Gandhi's life. The following might be included:

- a history of Mahatma Gandhi's life
- the political situation of the world at the time Mahatma Gandhi lived
- Mahatma Gandhi's important accomplishments as a political and/or religious leader
- ways that Mahatma Gandhi worked to promote a sense of community in India, and
- what we can learn from Mahatma Gandhi's life.

Note: "Mahatma" is a title meaning "Great Soul."

3. Give students the time and direction to gather sufficient information to write short paragraphs about each of the above topics.

Note: The caste system, although institutionalized within Hinduism, is today practised mostly by Orthodox Hindus. The purpose of this division of society was initially to facilitate administration of the community.

Action

Make a Mahatma Gandhi bulletin board. This may consist of pictures, sayings, a list of accomplishments, a timeline of his life, etc.

Evaluation

Evaluate students' paragraphs.

Elective

Students might prepare a poster project depicting aspects of Mahatma Gandhi's life.

Students could prepare an interview scene where one student plays the part of Mahatma Gandhi and the other the part of the interviewer.

STUDENT HANDOUT 10: HINDUISM: AN INTRODUCTION

Hinduism is found all over the world, but most Hindu people live in the country of India and in the surrounding areas.

Unlike Christianity, Hinduism does not have unique churches where people go to worship on Sundays. However, towns and villages have their temples and people will go to temples either to worship on their own or to take part in some important festival or ritual. Homes, too, have their shrines where people pay their respects to God and important teachers who represent God on earth. Like Christianity, Hinduism is divided into different schools of thought, each with its own history of traditions and teachers, and each with its own views on who or what God (the ultimate) is, how human beings should relate to God, how one achieves liberation or freedom from rebirth. But Hindus of all schools share a common set of sacred writings, the Veda, which they believe teaches us the truth about life, our proper goal and the way to reach the goal. Hindus, therefore, share a basic view of life.

An important part of this view is that life is to be understood in terms of reincarnation or rebirth. This means that people are born, live and die over and over again. This may seem as though it is not a bad thing. We all may want to live more than once. But, if rebirth or reincarnation happens over and over again, then rebirth becomes something from which we might want to escape. Escaping the constant cycle of rebirth is referred to as freedom or liberation. Hindu scriptures teach how to achieve the goal of liberation.

This can be seen in the four ways or paths to liberation that Hindu scriptures offer. These are the paths of knowledge, action, devotion and meditation, or the yoga of knowledge, the yoga of action, the yoga of devotion and the yoga of meditation. Yoga here means discipline. While these four paths appear to be different, they do have one thing in common: that is, that to reach liberation from rebirth one needs to get rid of all desires, all selfishness. This means that in dealing with people, with one's family, with one's job, with problems, one is to become totally selfless. In this way, Hinduism has some similarities with Buddhism. Like Buddhism, Hinduism proposes to liberate us from being bound to things on earth and to selfish actions and thoughts. Liberation from rebirth and union with God or the ultimate is impossible without first disciplining our thoughts and actions so that we rid ourselves of our selfishness.

Hinduism therefore emphasizes not only the search for liberation, but also how it is that we live life now. The two things cannot be separated. A good example of this is found in the story of Krishna and Arjuna in the popular Hindu scripture, the Bhagavad Gītā. In the story, Arjuna is tempted to neglect his duties as a warrior and prince. Krishna, who in the story turns out to be an incarnation of God, tells Arjuna that he cannot neglect his duties, but that he must do them in a totally selfless way, not giving any thought to the rewards he might receive. Krishna tells him that the best way to become selfless is to devote all of his thoughts and activities to God, that is, do everything as though he is doing it for God. To become selfless in this way is, in the end, to achieve liberation from rebirth. The Bhagavad Gītā and other Hindu scriptures emphasize the idea that we must live properly if we are to gain the final goal, liberation. On the one hand, this means to overcome evil tendencies such as jealousy, envy, slander, acquisitiveness and intolerance and, on the other hand, to cultivate good tendencies such as contentment, desirelessness, truthfulness and harmlessness.

Hinduism has many celebrations and festivals during the year. Divali is a festival that occurs in late October, early November and lasts for three to five days. It is sometimes called the "Festival of Lights" because during the festival people decorate their homes, temples, shrines and streets with lights. These lights symbolize goodness and knowledge. Divali symbolizes the end of a year (fiscal) and the beginning of a new year. Debts are paid and new accounts are begun, worship is given and children are taught to follow the examples of their elders.

ACTIVITY 11

The Story of Prince Arjuna

(1 period)

Generalization

The Story of Prince Arjuna presents the Hindu understanding of doing one's duty.

Specific Objectives

1. The student will understand the Hindu concept of duty to one's class as well as the idea of reincarnation and its impact on the life of people.
2. The student will appreciate the complexity of human dilemmas and the diversity of answers in addressing real problems.

Resources

STUDENT HANDOUT 11: The Story of Prince Arjuna: A Choice Between Two Duties

Procedure

1. Distribute Student Handout 11: The Story of Prince Arjuna. Ask students to read the story. Students may list alternative choices.

Note: The Bhagavad Gītā clearly indicates that not to fight is wrong in the sense that this would be a greater evil than to fight.

2. Give students time to make a decision. Ask them to list both positive and negative consequences of each decision. A sample model for evaluating decision making is the following:

DECISIONS	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES

3. After students consider the choices they could make, ask them to decide on one of the possible choices.
4. After a discussion of what students would do, read the advice of Krishna to Prince Arjuna. Discuss this advice.

The Answer that Krishna Gave

Krishna tells Arjuna that it is his sacred duty to fight. In any case, Arjuna will not be harming the souls of the men he will kill. "Men put on bodies like they put on clothes," Krishna states. The Hindu belief in reincarnation means that the human soul passes from one form to another, but the soul can never be harmed.

Therefore, Prince Arjuna must do his sacred duty and fight. In the story, however, Arjuna is not satisfied with the answer. Even though Krishna tells Arjuna that others will think him a coward if he does not fight, Arjuna objects. In the Bhagavad Gītā, Krishna teaches Arjuna the real meaning of life.

Krishna reminds Arjuna that real wisdom consists of doing one's duty without thought of reward. It is dangerous for people to desire. Unless people are to become slaves of desire, they must use Yoga and bring desire under control. As the Bhagavad Gītā states: "The man not integrated, whose works are prompted by desire, holds fast to fruits and thus remains enslaved."

The story ends with Arjuna's last comment: "With doubts dispelled I stand ready to do thy bidding." He has decided to do his duty; he will fight.

5. There are a number of concepts unique to Hinduism that may be unknown to some of your students. Discuss these concepts with students. Some might be reincarnation or caste. (A background study of caste would highlight the point that caste has often been misunderstood by non-Hindus.)
6. It is important that students understand that the main point of this lesson is the irreconcilable conflict between two sets of duties. The emphasis is not on the particular situation; i.e., war, according to modern interpreters.
7. Have students fill in their charts (Student Handout 3), listing ways they have seen that the Hindu religion builds a sense of community.

Action

Students could look up other stories told by pandits (Hindu storytellers). These stories could be shared with the class.

Evaluation

Evaluate the student's ability to understand the point of the Hindu story and the religious teaching that grounds the story.

STUDENT HANDOUT 11: THE STORY OF PRINCE ARJUNA

Have you ever been suddenly struck with the thought that what you were about to do was not the right thing to do? Then, have you been in a dilemma—not knowing what to do, or what not to do? Such was the case with Prince Arjuna. His story is told in the Bhagavad Gita, one of the Hindu holy scriptures.

In the story, two opposing armies are on the battlefield, ready to fight. On one side of the battlefield is the army led by the five sons of Pandu. On the other side is the army led by the sons of Dhritarashtra, Pandu's brother. The worst kind of civil war is a war in which brothers, uncles and cousins fight one another on opposing sides.

This point strikes Prince Arjuna, one of the sons of Pandu. He has ridden to the observation position in his chariot. Unknown to Arjuna, his chariot driver is the Hindu God Krishna. As Arjuna is ready to attack, it suddenly hits him that he will be killing his relatives.

What is the dilemma that Prince Arjuna faces? What is his personal conflict? Think about the possible choices that Arjuna has. What do you think Arjuna should do? Give reasons for your choice.

ACTIVITY 12

Sikhism: An Introduction

(1 period)

Generalization

Sikhism is a monotheistic religion. It stresses truthful conduct, the unity of humankind, selfless service (Nishkam Sewa) and oneness of God who can be experienced.

Specific Objectives

1. The student will understand some of the teachings of Sikhism.
2. The student will appreciate how belief and action can heavily influence each other.

Resources

STUDENT HANDOUT 12: Sikhism: An Introduction

Procedure

1. CHOICE ONE: Ask a speaker of the Sikh faith to come into the class to describe the elements of the Sikh religion.

CHOICE TWO: Ask students to read Student Handout 12: Sikhism: An Introduction. As they read, ask them to highlight those things in the reading that they believe would build a stronger sense of community within Sikhism.

Action

Ask students to list some of the ways that the Sikh community works to build a sense of community among its members. Have the students fill in this information on Student Handout 3.

Evaluation

Evaluate how well students can identify ways that Sikhism builds a sense of community among its members.

STUDENT HANDOUT 12: SIKHISM: AN INTRODUCTION

My name is Hari Singh. I am a 15-year-old boy. I am a Sikh. A Sikh is any person who has faith in One God, the Ten Gurus (teachers) and their teachings and the Adi Granth (Sacred Scriptures). In addition, he or she must believe in the necessity of Amrit (initiation) and must not adhere to any other religion. I feel that people in Alberta look at me strangely. Maybe it is the fact that they notice my Turban (headcovering) first. Together with wearing a Turban, all Sikhs who have taken Amrit (been initiated) in an Amrit Ceremony, take vows to follow a Code of Conduct laid down by the Tenth Guru (teacher or enlightener) and in so doing, become members of the Khalsa (a community of believers).

I was initiated into the Khalsa by partaking in the Amrit Ceremony in which I drank a solution of sugar and water and it was also sprinkled on my head and in my eyes. This solution had been sanctified by prescribed prayers and stirred with a Khanda (double-edged sword) by five members of the Khalsa. In this initiation, like those of other religious communities, I was instructed in the beliefs of my faith, rules of Khalsa membership, of loyalty and of adherence to a Code of Conduct, which is known as the Rehat Maryada. On initiation, I formally received the name of Singh. This name means "lion." Similarly, when females are initiated, they formally receive the name of Kaur, which means "princess."

Sikhism, a major world religion, arose through the teachings of Guru Nanak who lived from 1469 to 1539 in Punjab, India. Sikhism is the most recent among world religions and this has its strengths—the most important being its present day relevance. Guru Nanak lived in the same period as John Cabot, Christopher Columbus and Martin Luther. Guru Nanak was the first Guru. He was followed by nine successors. Sikhs believe that the 10 Gurus shared the same truths and insights into God's nature. Often we say that these 10 Gurus are like candles that have been lit from each other. It is believed that Guru Nanak's spirit and soul passed into the nine successive Gurus.

The Gurus are very important to our religion; Sikhs believe they were messengers from God, who is the Supreme Guru. The task of the 10 Gurus was to bring to the people Shabad (God's creative word). Sikhism also has sacred scriptures that serve as Guru. These sacred scriptures are called the Guru Granth Sahib or Adi Granth. Guru Nanak, whom you will study more in Lesson 16, preached the unity of God (monotheism), tolerance and acceptance of other religions, equality of all human beings, irrespective of caste, colour, creed, sex or nationality.

The basic principles of the Sikh religion are:

- a) Meditate in the name of God,
- b) Dignity through honest and hard work,
- c) Sharing of earnings with the needy,

or worship, work and charity. The Sikh religion and practice of its principles encourage in us the sense of commitment to our family, our community, the society we live in and the world community at large.

As a Sikh, I have been taught that life has a particular meaning. I believe, like others of my religion, that the individual seeker must come to realise that the truth is hard to discover. Individuals are too often tangled up in their own self-seeking pride, ignorance and selfishness to see the real truth. Too often our desires are centred on loving the world and its pleasures instead of seeking to know and understand God. People are too blinded by the hypnotic attraction of material goods to see what is really important in life. Sikhs understand that there are other religions that share this same truth. But, it is possible to follow religious rituals and creeds thoughtlessly. If we do not consider the meaning of the rituals, beliefs and creeds we follow, we are not much better than those people who try to do everything they can to get the world's riches.

STUDENT HANDOUT 12 (continued)

The only hope for humans, Sikhs believe, is in the recognition of God as the Supreme Guru. We believe that if we join with a company of other truth seekers, sing hymns, dwell on the name of God and repeat sacred verses with sincerity and love, then the divine nature of God will direct our thoughts.

Sikhs believe in the idea of pilgrimage just as Muslims do. However, our pilgrimage is not physical. A true spiritual pilgrimage takes place in the mind and in the heart. We do not travel to a sacred spot; rather, we shift our emphasis from ourselves to God. But we believe that thinking about God is not good enough. Sikhism focuses on community service. When a person truly finds the way, there is love and desire to serve. This is very similar to the Christians' insistence on "good deeds."

The Guru Granth is the source of inspiration and guidance for the Sikh way of life, ethics and values. This book has a unique status in the Gurdwara (Sikh temple). It is a central part of our worship and ceremonies. I bow to this Book because it is of such great importance to me. When I was brought into the Gurdwara as a baby, the Guru Granth was opened at random and the first letter at the beginning of the hymn that was on the left-hand page was used as the first letter of my name. At this time some sanctified water was sprinkled on me. This sprinkling of sanctified water is very similar to the "christening" ceremony. In the marriage ceremony, the bride follows the groom around the Book four times while hymns of duty and obligation are sung. When someone dies, a complete reading of the Adi Granth is done.

The Guru Granth is centrally placed in an elevated position in the Gurdwara (abode of the Guru). The Gurdwara exists as a place to hold the Guru Granth and where a congregation can gather around it to listen to readings and sing hymns. The tenth Guru, Gobind Singh, formally invested the Guru Granth with the status of Guru before his death. Since there is no living Guru, except for the community of believers and the sacred scriptures, each one of those in my religion must accept responsibility for understanding the Sikh faith. Sikhism has no priests. Any Sikh can conduct a service, although some members are specially trained to read and discuss the Guru Granth's contents.

I think that one interesting thing about my religion is that it is both personal and social. Even though I am young, I have full membership in the Khalsa. With training, I can interpret the meaning of the scripture. I share with all other Khalsa Sikhs the five symbols. Briefly, they are the Kesh (unshorn hair), the Kangha (comb to keep the hair clean), the Kara (steel bracelet), the Kachhera (the special knee-length pants) and the Kirpan (similar to a sword).

My religion is not a missionary religion. In other words, we do not try to win members from those outside our community. Instead we attempt to do things that will keep our community strong. Our first business is to extend the community, and to live an ethical life that will bring honour to the Sikhs. I believe that there might be truth in other religions; however, I know that my first task is to become more devoted to God. I know that I share this desire with those true seekers of many religious backgrounds, not just with Sikhs.

ACTIVITY 13

Buddhism: An Introduction

(1 period)

Generalization

The goal of the Buddhist religion is to transform a believer's perception of the world from an erroneous and clouded vision to an accurate, knowing understanding of reality.

Specific Objectives:

1. The student will understand some of the specific teachings of Buddhism.
2. The student will understand how Buddhists use the beliefs and actions of their religion to build a viable religious community.

Resources

STUDENT HANDOUT 13: Buddhism: An Introduction

STUDENT HANDOUT 14: The Eightfold Path

Procedure

1. Distribute Student Handout 13: Buddhism: An Introduction, and allow students time to read it—or read it to them.
2. Review the reading once more, discussing the concepts as they are introduced. Special emphasis could be given to "The Eightfold Path." Point out that this is a unifying concept for Buddhists. It includes not only a prescription for morals but also philosophical and meditational issues. Allow students time to study Student Handout 14, and ask questions such as:
 - (1) In what ways does "The Eightfold Path" provide suggestions for moral conduct?
 - (2) How would following "The Eightfold Path" build a sense of community?

Note: The first of the four Noble Truths, "Life is unsatisfactory or frustrating" translated from the original Dukkha-ariyasacca, is not quite correct because the words "unsatisfactory" and "frustrating" carry some negative meaning in the English language. For the Buddhist, Dukkha-ariyasacca is part of life and life itself is not that unsatisfactory. The translation may suggest that Buddhism has pessimistic thought, which is not the case. It is important that students understand that sometimes it is not possible to translate exact meanings.

3. If students come from a religious tradition other than Buddhism, ask them to speculate on the similarities between their religion and the moral teachings of "The Eightfold Path."

Action

Students could prepare a poster on Buddhism outlining "The Eightfold Path" and the four "Noble Truths."

Evaluation

Posters

Chart Information

Elective

A group of students who might be interested in moral teachings of different religions could build a display, listing and comparing the moral teachings of the world's religions. An encyclopedia could serve as a useful resource in this process.

STUDENT HANDOUT 13: BUDDHISM: AN INTRODUCTION

Although Buddhism has a founder, whose name was Siddhartha Gautama (he became known as Buddha or "Enlightened One"), Buddhists don't think of the Buddha in the way that Christians think of Jesus. The Buddha called himself a physician for the ills of humanity. He said that by following the path of practice that he taught, anyone could come to experience the enlightenment that he had realized. He was a very deep thinker who had a unique way of seeing and understanding the world. As a person, the Buddha was kind and compassionate. For example, he stood up against the social system that placed people in roles according to their birth instead of their abilities and interests.

The most important thing that the Buddha taught was the way to enlightenment. In Buddhist thought, the word for enlightenment is bodhi. Bodhi can be very difficult for people to understand. In fact, Buddhists believe that enlightenment must be experienced to be understood, and that words cannot even come close to describing it. In part bodhi or enlightenment means becoming truly aware of the nature of the world and our experience.

The Buddha taught that reality is misunderstood. For instance, people wouldn't desire so many things if they understood that these things are bound to change. Buddhism teaches that life is frustrating because there is nothing permanent to hang on to. Individuals are constantly confronted by the "fleeting" nature of things.

One of the problems of living, the Buddha taught, is that people believe that material possessions will make them happy. They want the things their friends have—things like nice clothes and record albums. They believe that the more they have, the happier they will be. Buddhism says that people will not become happier by collecting possessions. On the other hand, it says that people will not become happier by rejecting material things, either. Instead, people should understand that they need some things to keep them warm, clean and well fed, etc., but that none of these things can ever provide permanent happiness. The path between desiring things and rejecting things is called the "Middle Way" in Buddhism.

The Buddha tried to help people to understand this great mystery of life. He taught that people will understand themselves more fully and can eventually become enlightened if they recognize four important facts about reality. He called these the Four Noble Truths. They are that:

1. Life is unsatisfactory, or frustrating.
2. The cause of frustration is our desire or craving for things.
3. People can experience an end to this frustration; this is called nirvana.
4. There is a path of practice that leads to nirvana; this is called the Noble Eightfold Path. The eight steps of this path are:
 1. Right View
 2. Right Aspiration (or thought)
 3. Right Speech
 4. Right Action
 5. Right Livelihood
 6. Right Effort
 7. Right Mindfulness
 8. Right Concentration

To the Buddhist, the word right means "appropriate" or "balanced," rather than the one and only correct way. It is this balance that is the spirit of the "Middle Way" of Buddhism.

STUDENT HANDOUT 13 (continued)

Buddhists think that people share the same fate: we suffer. People worry about what other people may say and whether they are dressed in the newest fashion. They worry about the nuclear bomb but forget to treat people around them with kindness and respect. Suffering results when people don't get what they want, and when they get what they don't want. Suffering results from many things in life. The Buddha said, though, that suffering is caused mainly by people's ignorance of reality. We don't see that everything constantly changes; we don't see that the things we desire are unable to make us happy in any lasting sense.

Buddhists believe that they can find the "Middle Way" between having desire and having aversion for things. To find it they must practise self-restraint and meditation. Among the things that they meditate on daily are the three treasures: the Buddha, the dharma (or religious teachings) and the sangha (or community of monks and nuns). To celebrate being Buddhist they repeat, "I take refuge in Buddha; I take refuge in the dharma; I take refuge in the sangha."

Like other religions, Buddhism has groups that have varying beliefs although all are Buddhists. The material presented here represents Theravada Buddhism. Other branches of Buddhism include Mahayana Buddhism, Mantrayana Buddhism and Zen Buddhism.

STUDENT HANDOUT 14: THE EIGHTFOLD PATH

Right View

Right knowledge is basically the Four Noble Truths. It is more likely to be achieved if one associates with a trained holy person, to absorb his/her wisdom and his/her spirit of compassion and love.

THE FOUR NOBLE TRUTHS

1. Life is frustrating.
2. The cause of frustration is the craving of things.
3. There is an end to suffering, which is called nirvana.
4. The path to end suffering is called the Noble Eightfold Path.

Right Aspiration (or thought)

One must resolve to make progress toward enlightenment.

Right Speech

Our speech affects our character. We must avoid speaking false, obscene, slanderous and belittling words.

Right Action

There are five basic rules of Buddhism's moral code: no killing, no stealing, no lying, no committing of illicit sexual acts and no consuming of intoxicants.

Right Livelihood

A person's line of work should not make it impossible to observe the moral code. Some specific occupations are condemned by the Buddha: slave dealing, butchery, prostitution, trading in lethal weapons or substances (like drugs). Occupations that are non-violent are more appropriate.

Right Effort

A person must have the willpower to curb desires, to develop right virtues and the discipline to study Buddhist scripture.

Right Mindfulness

To see reality clearly, a person must be aware of their own experience in each moment.

Right Concentration

Concentration produces a calm and clear mind, which is needed to see and understand reality.

Note: There is no specific order to these, but an individual can begin on the path in any order. The development of each aspect will help to develop all of the others as well.

ACTIVITY 14

Buddhist Stories

(1 period)

Generalization

Buddhist stories teach followers about the religious truths of Buddhism and reveal the essential teachings of the Buddha.

Specific Objectives

1. The student will read and interpret the meanings of Buddhist stories.

Resources

STUDENT HANDOUT 15: Buddhist Stories

Procedure

1. Indicate to students that the purpose of this lesson is to encourage them to appreciate the stories as representing Buddhist truths. Buddha called for all people to "be lamps unto themselves."
2. Give each student a copy of the two stories (Student Handout 15). Ask the students to read these stories and answer the following two questions about them:
 - What does each story mean?
 - Why do you think the Buddha would tell such a story?
3. Give the students five minutes to complete this task. When students have completed the assignment, ask them to share their ideas with one or two of their classmates seated nearby. Have these small groups write their understanding of the story on a large piece of poster paper or newsprint. Ask them to post the meaning of the story on the wall.
4. Discuss the meanings that students chose.
5. Have students fill in their charts (Student Handout 3), asking them to list ways in which Buddhism works to build a sense of community among its members.

Action

Ask students to choose an appropriate religious principle and write a story to illustrate it. The story could take the form of a Buddhist parable, or a Christian parable or another form. The use of stories to illustrate religious principles is a device common to many religions.

Evaluation

Students could be evaluated on the stories they write.

Election

Students from various religious faiths could bring stories from their own religious literature. This assignment provides an opportunity for students to talk with their parents or leaders of their religions. The stories could be collected and placed in a binder for all students to share.

Choose stories from the literature of various religions. Parables from the New Testament could be used—the labourers in the vineyard or the farmer and the storehouses. Other religions—Hinduism or traditional Native beliefs—have similar stories used to bring out religious principles.

STUDENT HANDOUT 15: BUDDHIST STORIES

The Mustard Seed

During one of his travels, Buddha met an old woman. He listened as she cried about the miseries of her life. She asked the Buddha for help. He explained to her that her life is no different from anyone else's life: all life is suffering. The only way for her to escape her suffering was to enter into a state of Nirvana. She must "blow out" the flame of her desires and cravings.

The woman would not listen; she could not escape from these desires or forget her suffering. Buddha told her that if she would bring him a mustard seed from a house that had never known sorrow or trouble, he would use it to banish all her miseries.

Delighted with this promise from the Buddha, the woman began her search. The Buddha went on his way. Much later the Buddha returned to find the woman singing to herself as she washed clothes by the riverside.

Since the Buddha had a spiritual "eye," he could already see what had happened to the woman. Nevertheless, he asked if she had found the house that had never known suffering or trouble. "No," the woman replied, "every house I visited had far more trouble than my house."

"Will you keep searching?" the Buddha asked.

"Later I will search," the woman said. "Right now I must stop and help these people. They are far less fortunate than I am."

"Then you do not need the mustard seed," the Buddha told her. "You are on the road to becoming a Buddha yourself."

The Blind Men and The Elephant

There were five blind men and one elephant. Each of the blind men was asked to explain what an elephant was like. The first blind man seized hold of the elephant's tail and said, "An elephant is like a snake. It is long and skinny and moves to and fro all the time."

The second man seized the elephant's leg. "You're wrong," he said. "An elephant is like a tree. It is wrinkled and round. I can barely get my arms around it."

"Wait," cried the third man, who had grabbed the elephant's trunk. "An elephant is like a large hose with a hole in the end that sucks up water."

"You are all wrong," exclaimed the fourth man, holding the elephant's ear. "An elephant is like a flat, hairy piece of burlap. It flaps all over the place, but it is much thinner and flatter than a hose or a snake."

"What are you saying?" asked the fifth man, who had hold of the elephant's tusk. "An elephant is smooth and hard, like a smooth rock, and it also has a point on the end that could harm a person."

"Blind men," said the Buddha. "You are blind in many ways. You have touched the elephant, but you have no understanding of what an elephant really is."

(2–3 periods)**Generalization**

"The circle of life is an ancient symbol used by almost all the Native people of North and South America.

The circle of life illustrates the Native teaching of the interconnectedness of all things and the principle that each part must give up considering itself the centre of the universe in order to achieve harmony with the other parts."*

Specific Objectives

1. The student will learn some of the teachings of traditional Native religions.
2. The student will come to a better understanding of the role of nature in traditional Native religions.

Resources

Construction paper – Large sheets for posters

STUDENT HANDOUT 16: Traditional Native Beliefs

Native Religious Traditions (videotape)

Procedure

1. If possible, it would be beneficial for the students to hear about traditional Native beliefs from a Native Elder or someone from the Native community.
2. Distribute Student Handout 16: Traditional Native Beliefs. Indicate to the students that they are going to be learning about some traditional Native beliefs. It is important that students are made aware that Native people may belong to many different religious groups.
3. Review the information in the student handout. Discuss with students the following questions:
 - What is a symbol?
 - What are some of the symbols of other religious groups that we have studied?
4. Write the following statement on the board:
 - What are some other things we need to know about the circle of life?

Collect student responses on the board.

5. Have students view the video "Native Religious Traditions."

* Adapted from *The Sacred Tree—Teacher's Guide*. By Bopp, Bopp, Brown and Lane, Four Worlds Development Project, 1983, p. 15. Adapted with the permission of the Four Worlds Development Project, 4401 University Drive, Lethbridge, Alberta, T1K 3M4

6. Review the questions on the board and determine how many of them were answered on the video.

Note: If students still have questions, you may have them contact a Native Elder.

7. Form the students into groups of four or five. Give each group a sheet of construction paper and explain to them that their task will be to draw a circle of life depicting four related things. Assign each group to do one of the following, or they may wish to do something else based on their viewing of Native Religious Traditions.

"CYCLE OF HUMAN DEVELOPMENT – wholeness, growth, nourishment, protection

FOUR ASPECTS OF HUMAN NATURE – mental, physical, emotional, spiritual

FOUR RACES OF THE WORLD – black, white, yellow, red

FOUR ELEMENTS OF THE PHYSICAL WORLD – fire, water, air, earth

FOUR DIRECTIONS – east, south, west, north

FOUR SEASONS – spring, summer, fall, winter"*

*Adapted from The Sacred Tree. By Bopp, Bopp, Brown and Lane, Four Worlds Development Press, 1984. Adapted with the permission of the Four Worlds Development Project, 4401 University Drive, Lethbridge, Alberta, T1K 3M4.

8. Indicate to the students that they can illustrate their circles with pictures and colours that would symbolize the four aspects of their circles.
9. Review with the students what they have learned about traditional Native beliefs. Have students take out their charts (Student Handout 3) and fill in the things that they think would contribute to a sense of community among the followers of Native religious traditions.

Evaluation

Posters

Charts

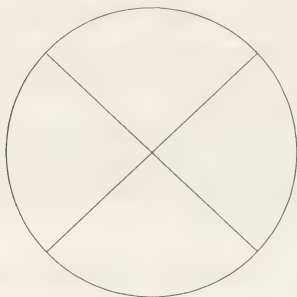
Group participation

Elective

Students may wish to research more in-depth information about the circle of life.

Students could make an audiotape or videotape about the circle of life and some of its symbolic meanings.

STUDENT HANDOUT 16: TRADITIONAL NATIVE BELIEFS



The Circle of Life*

This ancient symbol is universal among North American Indians. It is sometimes referred to as the Circle of Life. The concept of the circle is expressed in many ways: the four winds, the four directions, the four races of humans and many other relationships that can be expressed in sets of four. The circle can be used to help believers see or understand things they can't see or understand because they are ideas and not physical objects. All things are related to one another.

Everything in the universe is part of a single whole. Everything is connected in some way to everything else. The circle is a symbol that helps believers to see the interconnectedness of an individual's being with the rest of creation.

To use the circle correctly, an individual must visualize himself or herself at the centre of the circle, connected to all its parts. The symbolic journey around the wheel helps individuals to understand themselves better. It is a way of using the patterns of nature such as the changing of seasons as a way of gaining knowledge.

* Adapted from The Sacred Tree—Teacher's Guide. By Bopp, Bopp, Brown and Lane, Four Worlds Development Project, 1983, pp. 15 and 25. Adapted with the permission of the Four Worlds Development Project, 4401 University Drive, Lethbridge, Alberta, T1K 3M4

ACTIVITY 16

Good Action

(1 period)

Generalization

The two stories that are used here point out the importance of doing good things. The first is the story of Guru Nanak, the founder of the Sikh religion, and the second is the Parable of the Good Samaritan, told by Jesus.

Specific Objectives

1. The student will read and answer questions after commenting on the two stories.

Resources

STUDENT HANDOUT 17: Questions

STUDENT HANDOUT 18: Story One

STUDENT HANDOUT 19: Story Two

Procedure

1. On the blackboard, write the following questions and ask students to write down their answers:

- What is goodness?
- What does it mean to act in a good way?

Relate these questions to Part I: Establishing the Challenge, in which the qualities of a "good person" were discussed.

2. Ask students if they know people who talk about doing good things, but never actually do them. Without naming names, discuss this question.
3. Divide students into two groups. Give one group Student Handout 18, and the other Student Handout 19.
4. Introduce the stories by telling students that some people spend all their time thinking good thoughts, but never perform good deeds. Explain that the stories that follow emphasize the importance of doing good deeds. One story is about Guru Nanak, the founder of the Sikhs. The other is the Parable of the Good Samaritan, told by Jesus. Both stories make a similar point: goodness requires action.
5. Ask the students to read the story they have been given, and fill in the required information on Student Handout 17. (They might discuss the story in their group, if this seems advisable.)

6. Ask one student from each group to read and comment on the story that the group has read. Since the other group has not read the story, allow some time for discussion.
7. Discuss the similarities and differences in the stories, using the blackboard and referring to the student responses to Student Handout 17. Call attention to the similarity in the themes of the two stories.
8. Ask the students to suggest good things that the world needs done, and discuss ways in which young people can help.

Action

Have students who are interested, plan and carry out an act of charity within the community.

Evaluation

Evaluate students on their ability to see similarities between Sikhism and Christianity, as illustrated by the two stories. Provide opportunities for them to study the lives of other significant individuals for behaviour that might serve as examples of right action.

STUDENT HANDOUT 17: QUESTIONS

1. List three things that happened in the story.

1. _____

2. _____

3. _____

2. If the story were to serve as an example of how people should act, what do you think the lesson would be?

STUDENT HANDOUT 18: STORY ONE

Guru Nanak

In the year 1469, a boy was born to a farmer in the Punjab region of western India. The boy's name was Nanak. Nanak was a contemplative child who would rather sit around and think than play with other children. He especially liked to spend time with wandering holy men, both Hindus and Muslims.

Nanak's first teacher believed that he saw some saintly qualities in the boy. However, Nanak's father wanted him to be just like any other young man, and find a job. But Nanak never seemed to do anything right. In fact, many people thought he was useless. In one story, Nanak was put into a field to watch the family's herd of cattle. He fell into a religious trance where he saw visions, and the cattle ran away into a neighbour's field. When Nanak was shaken out of his religious trance, he could only say that the fields the cattle destroyed would be better than ever. They were.

Nanak's father wanted him to become a farmer, but Nanak replied that he already was a farmer. He was plowing the fields of truth in his heart, where he earned his money in joy.

Nanak's father gave him about 20 dollars to buy some items in town that he would then sell to make more money. Nanak and his friend met a group of holy men who said that they were hungry. Nanak bought food for them with the money, instead of using it to make a profit. Nanak said the trip was profitable because he had traded valuable items—good deeds—for the profit of bringing others joy. Instead of gathering material possessions, Nanak had helped people.

When he was about 17 years old, Nanak was given a job as a clerk in a government office. He was married at the time, and for three years he lived with his new wife and worked as a clerk. When people started to go hungry, Nanak opened the government warehouses to the starving people and fed them until the grain was gone.

Angry because the grain had been given away, and because Nanak had not kept the accounts properly, the government officials ordered an investigation. However, although all the grain had been given away, when the warehouses were opened it was found that all the grain was accounted for. Although this miracle allowed Nanak to keep his job, he walked away from it. In fact, he walked away from all worldly possessions. He wanted to teach other people how to be true human beings. He went off to seek enlightenment.

The story and teachings of Guru Nanak form the foundations of the Sikh religion. He is known as their first Guru. Guru Nanak spent the remainder of his life farming and teaching followers, both individually and in crowds. Many of his teachings—poems and sayings—have been written down and are followed by Sikhs today.

STUDENT HANDOUT 19: STORY TWO

Background

In the midst of a crowd, a teacher of the Law* was tempting Jesus, in an attempt to prove that Jesus was against God. Jesus replied by telling this story. It is important to realize that the group of Jews to whom Jesus told the story disliked Samaritans. Using a Samaritan as a hero of the story was a dangerous thing to do, for it probably made the people who heard it very angry.

The Parable of the Good Samaritan

There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him and beat him up, leaving him half dead. It so happened that a priest was going down that road; but when he saw the man, he walked on by on the other side. In the same way a Levite also came there, went over and looked at the man, and then walked on by on the other side. But a Samaritan who was travelling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him.

The next day he took out two silver coins and gave them to the innkeeper. "Take care of him," he told the innkeeper, "and when I come back this way, I will pay you whatever else you spend on him."

And Jesus concluded, "In your opinion, which one of these three acted like a neighbour toward the man attacked by the robbers?"

The teacher of the Law answered, "The one who was kind to him."

Jesus replied, "You go, then, and do the same."

(Luke 10: 30-37: Good News Bible)

*Law here refers to the Law of Moses

ACTIVITY 17

Respect and Tolerance

(1 period)

Generalization

People have preferences and biases that affect their ability to respect and tolerate others.

Special Objectives

1. The student will learn how the concepts of respect and tolerance are influenced by personal preference.
2. The student will come to appreciate that different people have different preferences.

Resources

Five pictures of people (teacher's choice) from magazine.

Procedure

See how their prejudices might affect their choices.

1. Show students the pictures of five people chosen by the teacher and ask them to place these in order of preference, from 1 to 5 (1 would represent the person with whom they would most like to spend their time, and so on).

On the board, tabulate the pictures A, B, C, D and E and have students call out the numbers they have allotted to each. Then add up the numbers under each letter to arrive at the final score and rank for each picture.

2. When this exercise is completed, ask students why they made the choices they did. Have several different students respond to this question and take brief notes on the board.
3. Introduce the concept of prejudice to students, suggesting to them that their conceptions about these people might be prejudicial. (A dictionary definition might be helpful.)
4. Ask students to suggest ways that prejudice might affect the ways they think about these people. List some of these ways. Ask students to answer the question: Is it wrong to be prejudiced?
5. Introduce the concepts of tolerance and respect to students. Ask them to choose three famous people (people whose names would be familiar to all the students) they would tolerate and three famous people they respect.

6. Discuss the difference between the two concepts: respect and tolerance. Some questions that students might answer include:
- (a) Is it possible to both respect and tolerate people who are different?
 - (b) Is it possible to respect without tolerance?
 - (c) Is it possible to tolerate without respect?
 - (d) Why is it important for people to respect and/or tolerate people who may be different?
 - (e) Is it possible to respect and/or tolerate those people you might be prejudiced against?
 - (f) Should all people be respected?
 - (g) How can the values of respect and tolerance be related to religion?

Action

Students could hunt for "the most respected person in Canada." A research study, asking different age groups to name the Canadian they respect most could be completed. For what reasons is this person respected?

Evaluation

Evaluate students' comprehension that the concepts of tolerance and understanding are key to this lesson.

Evaluate students' abilities to find examples of people who are respected.

ACTIVITY 18

Belief and Diversity

(1 period)

Generalization

There are differences and similarities between religions in any community.

Specific Objectives

1. The student will understand that diversity exists among and within religious groups.
2. The students will prepare and administer a questionnaire with a view to learning about the religious groups in their community.

Resources

Teacher Reference Materials

Procedure

In this activity students are introduced not only to the components of the religions in their community, but also to the meaning of tolerance.

1. The purpose of this activity is to survey the diversity of religious groups in your community. The students are asked to prepare a questionnaire that will provide information about the things that interest them. You may decide to use all, or part, of the sample questionnaire included in this lesson. It is important that students understand that this module has covered information about a few of the religions that exist and was not intended to cover all religions.
2. If the class is going to build its own questionnaire, students should first consider what things they need and want to know about the religions in their community. They may want to know how the religions differ. Ask them to bring to class a short series of suggested questions. These could be discussed and used as a basis for the questionnaire.
3. Compose the final version of the questionnaire. Help students contact the various religious groups, or religious leaders. Make sure that all groups are contacted, but only once.
4. As the teacher, you might want to organize the distribution and collection of the questionnaires. Since the questionnaire may take a bit of time to complete you may want to have distribution earlier in the unit.
5. When the questionnaires have been collected, help students organize the data. One way is to use a blank questionnaire and copy all the gathered information onto it. (This collection technique might be effected by small groups of students. Such a method would allow these small groups to consider the data as they are writing them down.)
6. After the collection of data and compilation of answers onto unused sheets, help students discuss the accumulated data. Some of the questions you could ask would focus on the differences in priorities that different religious groups have.

7. As a final discussion, note the concept of diversity. Suggest how religious groups, especially those with similar backgrounds, have diverse goals and priorities. (Make sure that students remain tolerant of the goals of different groups.)
8. Students might want to set up a panel discussion or invite a guest speaker (or two) to the class. A panel discussion could be set up to deal specifically with the diversity that exists between sects, groups or congregations. Religious leaders could be asked how they deal with diversity between groups.

Many communities in Alberta have ministerial associations and you are encouraged to contact these groups to request input.

Action

"To Be Tolerant." Ask students to write a journal entry about this topic. Ask them to make the writing practical and useful.

Evaluation

Quiz students about the different religious views in their communities.

TEACHER REFERENCE MATERIALS

POSSIBLE QUESTIONNAIRE QUESTIONS

1. Name of Religious Group: _____
Address: _____
2. How many leaders are there in your group? _____
How are they chosen? Can women be leaders? (Are there limitations?)

3. How many members are there in your group? _____
Are there any requirements for membership? _____
If so, what are they? _____
4. What are the central beliefs of your religion? _____

5. What issues (problems in society) does your religion think are important/critical?

In what ways does your religion attempt to address these problems?

TEACHER REFERENCE MATERIALS (continued)

6. What services does your religion offer its members?

7. What services does your religion offer the community?

8. What future plans does your religious group have?

9. Would someone from your religious group be willing to come to our class to discuss the beliefs of your religion?

ACTIVITY 19

Summary Chart

(1 period)

Generalization

Religious groups build a sense of community among their members in a number of different ways.

Specific Objectives

1. The student will review ways that religious groups build a sense of community among their members.
2. The student will analyse and compile data from previous lessons.
3. The student will come to a better appreciation of the similarities between the actions of different religious groups.

Resources

Blank sheets of newsprint paper and pens.

Procedure

1. The students should now have completed Student Handout 3: CHART A from Activity 2 for each of the religious groups mentioned. They should now have a list of general ways that religious groups work to build a sense of community among their members. Today's activity will ask students to make a more formal list of generalizations about community building.
2. Write on the board the phrase: Religious groups help build a sense of community by:
 - 1.
 - 2.
 - 3.
3. Split the class into working groups of four or five students. Ask each of the working groups to review their lists from earlier in the module and list all the ways that all religious groups work to build a sense of community.
4. Ask each group to list, on newsprint paper, the 10 most common ways that religious groups build a sense of community. Have them display these on a wall in the room.
5. Ask the students to consider community building within groups. Some possible questions might include:
 - a) Could groups build too much community spirit? In what ways would community spirit be a problem?
 - b) Are there times when a stronger sense of community is needed? What might be some of these times?

- c) Should I use what I have learned in this unit to build a stronger sense of community within the group to which I belong?
- d) If so, what should I do?

Action

Have students consider their own classroom as a group. Ask them to devise a plan where the classroom could build a better sense of community. Allow students to put these plans into action.

Evaluation

Evaluate students both individually and in their groups. Their handling of the data and answering of questions in 5 (above) could be evaluated.

ACTIVITY 20

Religion and Me

(1 period)

Generalization

It is possible to respect and tolerate religious beliefs that do not stem from your own religious system. It is important to consider the ideas of others before rejecting them.

Specific Objectives

1. The student will come to a better appreciation of the beliefs of a variety of religions.

Resources

STUDENT HANDOUT 20: Religion and Me

Procedure

1. The purpose of this activity is to have students consider the variety of religious beliefs and consider what these beliefs mean to them, personally.
2. Distribute Student Handout 20: Religion and Me. Allow students adequate time to fill out the sheets.
3. Consider, with students, the possibility of respecting and tolerating beliefs that one either disagrees with or is unsure about. Questions might include:
 - Is it possible for two people who have different, even conflicting, beliefs to be friends?
 - How can people from different religious backgrounds work together? Would this cooperation be desirable or undesirable?
 - Is it easy/difficult/impossible to separate the person from what the person believes?
4. Ask students to write their own definitions of respect and tolerance.
5. Have students review the definition of respect and tolerance from early in the unit. Compare it with their written definition.

Action

Students might plan to discuss with someone, one aspect of religious belief where there is a conflict.

Evaluation

Definition of respect and tolerance.

Elective

Ask students to do this assignment as homework. Encourage them to discuss (or fill out) the form with their parents.

STUDENT HANDOUT 20: RELIGION AND ME

Introduction

In this module you have studied some things about the religions of the world. Certainly, there are many things about the different religions that you did not learn. All people have some beliefs about how the world was created, about how events in life are ordered and make sense, and about the meaning of life and death. Often these beliefs are different.

The purpose of this activity in the module is to allow you an opportunity to pull together some of the things you have studied into a statement that will express where you are right now. There are two sections to the activity.

First, you are asked to list three to five things that, at present, you are not so sure about.

Second, you are asked to make a list of interesting points from other religious beliefs.

Religious beliefs are both personal and social. You probably share beliefs that are similar to the beliefs your family and friends hold. After making your lists, you may want to share these things with your family or with someone else you trust.

Things That I Am Not Quite Sure About

Interesting Points from Other Religions



GRADE 8 ETHICS

TEACHER RESOURCE MANUAL

PART 2: THE COMMUNITY

MODULE:
MESSAGES IN MEDIA

(HONESTY/RESPONSIBILITY)



PART 2: THE COMMUNITY – MESSAGES IN MEDIA

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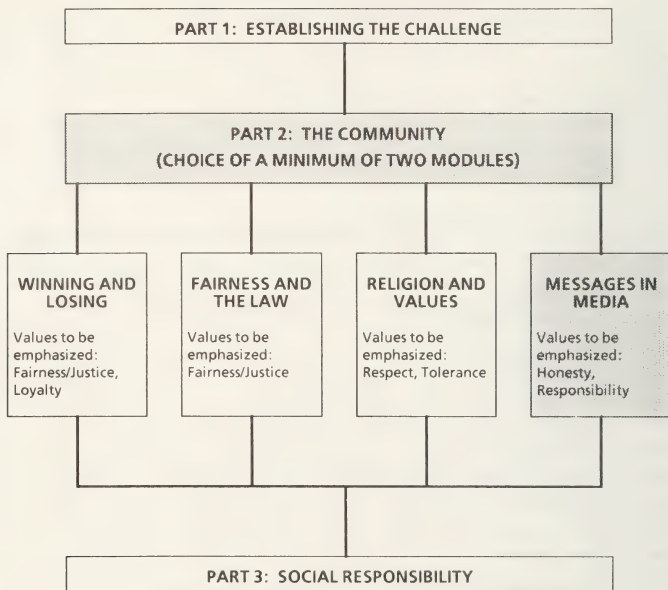
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GRADE 8 ETHICS COURSE



This component of the Grade 8 Ethics Teacher Resource Manual provides suggested activities for teaching the module "Messages in Media."

PART 2: THE COMMUNITY – MESSAGES IN MEDIA

INTRODUCTION

STUDENT LEARNING EXPECTATIONS

The student will be able to:

1. Demonstrate an awareness of the types and purposes of media.
2. Demonstrate an awareness of the influences that media have on an individual's life.
3. Demonstrate an awareness of the global impact of media.
4. Demonstrate an awareness of how honesty and responsibility are involved in the interaction between the individual and the media.
5. Determine whether the standards imposed on media, both externally and internally, are sufficient to demonstrate responsibility.
6. Demonstrate the skills necessary for making positive changes in an individual's use of the media.

VALUES TO BE EMPHASIZED

The values of honesty and responsibility are emphasized in this module. These two values, as well as others, are explored within the context of the media and the individual's relationship to media.

PERSPECTIVES

This module begins and ends by looking at honesty, responsibility and media from the student's perspective. The remainder of the module blends all four perspectives: Traditional/Historical, Cultural/Ethnic, Societal/Community and Personal.

RATIONALE

The media represent powerful institutions in our society. They have a great deal of influence on young people by communicating values and forcing them to make value decisions regarding their interaction with it. This module attempts to assist students to make knowledgeable decisions regarding their interaction with the media: how they use media, and what they expect of this institution.

BEFORE TEACHING THIS MODULE

There are a number of activities in this module that will benefit from advance preparation. Several short-term student projects may require some use of library resources. An organizational meeting with the librarian to establish the presence and location of resources would be helpful. There are several activities that call for the use of guest speakers. Advance contact and organization will allow speakers to prepare presentations for your classes. A supply of newspapers, magazines and other print material will allow students both to examine examples of the media in class as well as create a supply of materials for collages, posters and presentations. It is recommended that you preview the activities and ascertain what resources are required for their successful completion.

STUDENT EVALUATION

Each activity includes a section labelled EVALUATION. Within this section a variety of evaluation instruments are suggested. While these instruments are offered as ideas for the teacher, they do mirror the objectives of the learning activities as well as the nature of those activities. Over the entire module, the intent has been to create a set of evaluation suggestions that cover the entire range of student activities.

RESOURCES

Recommended

ACCESS Network, 1989. Messages in Media (video).

Available from ACCESS Network. BPN 2784-06

This is program 6 from the Junior High Ethics Resource Package. See page 10 for further information.

Criterion Video, 1986. The Thirty Second Seduction (video).

Calgary. Available from ACCESS Network. BPN 3139

This video presents examples of television advertisements and some of the techniques used in advertising. It is recommended that this videotape be previewed by the teacher prior to use to establish suitability for individual communities. It is important that students are made aware that the laws and regulations mentioned on the video are American.

Decisions, Decisions – Television: A Study of Media Ethics

Cambridge, MA, Tom Snyder Productions, 1986.

A computer simulation kit. Available from the Learning Resources Distributing Centre. Students are expected to make decisions that may then result in unexpected consequences. The kit contains student booklets and software. Teachers are advised that the student booklets contain historical references that may be sensitive in some communities.

REQUIRED/ELECTIVE

Each activity in this module contains both a required section as well as an elective section. The purpose of the elective section is to offer teachers alternative or additional activities for the purpose of meeting the individual needs of students. The elective activities offer opportunities for both remediation and enrichment.

KEY STUDENT QUESTIONS

1. What are the various types of media?
2. How do the media influence me?
3. What values are being presented by the media?
4. How can I be more responsible in my use of the media?
5. Do the media demonstrate honesty and responsibility?

TIMELINE

ACTIVITIES

Note: The following suggested activities are based on 40-minute periods.

Activity 1 – Communication (2 periods)

This activity explores the meaning of honesty and responsibility.

Activity 2 – Messages, Media and Me (1 period)

The meaning of the term "media" and history of media are discussed.

Activity 3 – Roles of Media (1 period)

The roles of the media in our society are examined.

Activity 4 – Changes in Media (2 to 3 periods)

This activity looks at the history of the media and their influence on the public.

Activity 5 – People and Events (2 to 3 periods)

This activity discusses how the media portray people and events and explores the relationship of the values of honesty and responsibility to the media.

Activity 6 – Honesty and the Media (1 to 2 periods)

Media-created images and the values of honesty and responsibility are presented in this activity.

Activity 7 – Media Observation (1 period)

The media communicate many different values.

Activity 8 – Values and the Media (1 to 2 periods)

Values of the media and values of the community are compared in this activity.

Activity 9 – Media Influence (1 period)

This activity looks at the power of the media to influence an audience and how the media influence their audience.

Activity 10 – Media Controls (1 period)

The need for regulatory controls in the media is discussed in this activity.

Activity 11 – Internal Controls (2 periods)

The media and internal regulation are examined in this activity.

Activity 12 – External Controls (1 period)

The media and external regulation are examined in this activity.

Activity 13 – Community Values (1 to 2 periods)

This activity discusses community values and standards and the media.

Activity 14 – Media as Business (1 period)

The media as business and the conflict between business goals and the values of honesty and responsibility are discussed in this activity.

Activity 15 – Simulation (2 periods)

Community values and standards and the media are examined in this activity.

Activity 16 – Consumer versus Media (1 to 2 periods)

This activity explores the community expectations of the media. The public communicates with the media through how they use them as well as the standards set by the community and its institutions.

Activity 17 – Role of the Individual (2 periods)

The role of the individual in influencing the media and the society they live in is discussed in this activity.

Activity 18 – Ethics and the Media (1 period)

This activity discusses the ethical use of media products by the individual.

ACTIVITY 1

Communication

(2 periods)

Generalization

Communication is a human activity we all share, in which our values influence the message and method of communication that we use.

Specific Objectives

1. The student will arrive at working definitions for the terms "message" and "medium."

Resources

STUDENT HANDOUT 1: Communication Task Cards

Procedures

1. Introduce students to this module by presenting them with the following analogy.



Through large group discussion have the students brainstorm all the characteristics that are common to these three concepts and gather the responses on the board. Once a large number of ideas have been generated, group the ideas under the following headings:

MESSAGE

MEDIUM

Explain that the "message" is what we communicate and the "medium" is how we communicate.

2. Have students write a working definition of "message" and "medium" using some of the descriptors that are on the board.
3. Indicate to the students that you are going to give one student an oral message that he or she will pass on to the next student and so on. Many of the students will be familiar with this exercise. It is important that the students pass on this information quietly. When the message has completed the circuit of students, compare the final result with the original message. Some examples of messages that you might use are:
 - The sky is blue, the birds are singing and I am happy.
 - Each person is supposed to take three books and put them on the black bookcase.
 - To communicate our message, we should speak clearly.

Discuss with the class what happened to the messages and why they may have changed. Ask the students the following questions:

- What other types of media could be used to deliver the messages?
 - Do you choose different media to fit your communication needs? For instance, if it is a private message, - do you whisper or do you yell across the room?
4. Introduce the students to the next task by explaining that they will now work on a different communication task in small groups (three or four students). For this activity they will be given the task and they must:
 - choose what medium they would use to fulfil the task
 - describe what they would do using that medium.
 5. Create the groups and give each group a communication task card.
 6. Have each group present the end product to the rest of the class, sharing the decisions they made on their task and describing how they would do it.

Evaluation

Task completion

Participation

Working definitions

Electives

You may wish to allow the students to do the task and present it to the class, using available resources; e.g., audiotape, videotape, poster paper or handouts. This will require more time.

STUDENT HANDOUT 1: COMMUNICATION TASK CARDS

COMMUNICATION TASK CARD 1

TASK	This group must communicate instructions needed to remove a tin can lid for people who are without a can opener.
MEDIUM	What medium will you use to communicate your message? (Give a reason for the choice.)
MESSAGE	What will the content of your message be?
AUDIENCE	Who will the audience be and what will they have to do to get the message?
PURPOSE	What will the purpose(s) be of your final product? e.g. to inform, to entertain, etc.

COMMUNICATION TASK CARD 2

TASK	This group must introduce Albertans to a new cereal called Krazy Krunchies.
MEDIUM	What medium will you use to communicate your message? (Give a reason for the choice.)
MESSAGE	What will the content of your message be?
AUDIENCE	Who will the audience be and what will they have to do to get the message?
PURPOSE	What will the purpose(s) be of your final product? e.g. to inform, to entertain, etc.

STUDENT HANDOUT 1 (continued)

COMMUNICATION TASK CARD 3

TASK	This group must warn a town that its water supply will run out in seven days.
MEDIUM	What medium will you use to communicate your message? (Give a reason for the choice.)
MESSAGE	What will the content of your message be?
AUDIENCE	Who will the audience be and what will they have to do to get the message?
PURPOSE	What will the purpose(s) be of your final product? e.g. to inform, to entertain, etc.

COMMUNICATION TASK CARD 4

TASK	This group is in charge of teaching bicycle safety to several classes of Grade 3 students.
MEDIUM	What medium will you use to communicate your message? (Give a reason for the choice.)
MESSAGE	What will the content of your message be?
AUDIENCE	Who will the audience be and what will they have to do to get the message?
PURPOSE	What will the purpose(s) be of your final product? e.g. to inform, to entertain, etc.

COMMUNICATION TASK CARD 5

TASK	This group must entertain the graduating class for 30 minutes while their parents are at a presentation.
MEDIUM	What medium will you use to communicate your message? (Give a reason for the choice.)
MESSAGE	What will the content of your message be?
AUDIENCE	Who will the audience be and what will they have to do to get the message?
PURPOSE	What will the purpose(s) be of your final product? e.g. to inform, to entertain, etc.

STUDENT HANDOUT 1 (continued)

COMMUNICATION TASK CARD 6

TASK	This group must help the computer club in the school contact computer clubs in other Alberta junior high schools to exchange ideas and play games.
MEDIUM	What medium will you use to communicate your message? (Give a reason for the choice.)
MESSAGE	What will the contents of your message be?
AUDIENCE	Who will the audience be and what will they have to do to get the message?
PURPOSE	What will the purpose(s) be of your final product? e.g. to inform, to entertain, etc.

COMMUNICATION TASK CARD 7

TASK	This group must persuade people that they need the cardboard tubes from paper rolls.
MEDIUM	What medium will you use to communicate your message? (Give a reason for the choice.)
MESSAGE	What will the content of your message be?
AUDIENCE	Who will the audience be and what will they have to do to get the message?
PURPOSE	What will the purpose(s) be of your final product? e.g. to inform, to entertain, etc.

COMMUNICATION TASK CARD 8

TASK	This group must convince people to do something about the problem of garbage being thrown into a river in the area.
MEDIUM	What medium will you use to communicate your message? (Give a reason for the choice.)
MESSAGE	What will the content of your message be?
AUDIENCE	Who will the audience be and what will they have to do to get the message?
PURPOSE	What will the purpose(s) be of your final product? e.g. to inform, to entertain, etc.

ACTIVITY 2

Messages, Media and Me

(1 period)

Generalization

The term "media" describes a variety of communication mediums used to reach the public.

Specific Objectives

1. The student will develop a working definition of the terms "media" and "mass media" and demonstrate an understanding of their different forms.
2. The student will demonstrate how our methods of communication have changed over time.

Resources

STUDENT HANDOUT 2: Communication Scenario 1
STUDENT HANDOUT 3: Communication Scenario 2
STUDENT HANDOUT 4: Communication Scenario 3
STUDENT HANDOUT 5: Messages, Media and Me

Procedures

1. Have the students read handouts 2, 3 and 4 and prepare to answer the question "How does the individual communicate with the group in each scenario?" Place this question on the blackboard during the reading. It is important that students are informed that the three scenarios are fictional situations.
2. Discuss the method of communication in each scenario with the class, and have the students identify the differences between each method. Through discussion, help the students to draw conclusions about how we communicate today. Example: Today we are able to reach larger audiences because of the communication technology that has been developed.
3. Ask the students to define the term "media" individually. Through class discussion compare definitions and create a "master" definition that the whole class agrees on.
4. Write the term "mass media" on the board and ask the students what this new word would add to the definition they created in No. 3. Ask students to describe which communication scenario would best describe this term.
5. Distribute Student Handout 5: Messages, Media and Me.

NOTE: Students will be preparing a booklet that will be added to as the module progresses. Print enough copies of the student log to cover the number of weeks duration of this module.

6. Explain to the students that they will keep a record of their use of media during this module. Review the student handout and how to use it with them. Indicate to students that they should keep this booklet as they will be referring back to it as the module progresses. At the conclusion of the module students will review their logs and make some conclusions about their use of the media.

7. Have the students list the different types of media. For each type they must determine if the definition would apply. Have the students briefly describe how each example communicates to the audience; e.g., to be read, to be listened to, to be viewed.
8. Arranging the class into groups of three or four, instruct each group to build a concept map relating the media definition to the different types of media and how each medium communicates to its intended audience.

Note: An example of a concept map is on page 383. Be sure the students leave room to add the next level of the concept map in the next lesson.

9. At the end of the class, through large group discussion, have the students review what they have learned about the media in this class.

Evaluation

Participation in class discussions and/or group discussion.

Collect definitions of the term "media."

Electives

1. Build a media centre in the library to show the different types of media.
2. Examine the differences in how the different types of media handle the same topic or item of news. For example, how is a news story handled differently in newspapers, magazines, radio and television? How is a subject such as love handled differently in photographs, stories, songs and television shows or movies?

STUDENT HANDOUT 2: COMMUNICATION SCENARIO 1

He returned to his village with both excitement and exhaustion. His hunt had been successful, as the wild pig on his shoulders showed. He could hardly wait for the feast tonight when he could share his catch and the story of his hunt with the members of his group. As he rested he closed his eyes and pictured the night's feast. There would be a huge fire where the pig would be cooked. The group would sit around him in a circle. The eyes of everyone would be on him as he told the story of how he had walked for days in the forest, followed by his son who carried the spears he would need for the hunt. Then he would describe how they found the family of pigs at the edge of the great river. As he spoke and the pig sizzled in the fire, he would act out each movement of the hunt. His son would act out the way the pig had tried to escape but could not. His son would cry the way the pig cried as he told how he tilted his spear and measured the distance he must throw it to make a sure strike. He would then tell the group how the spirit of the pig spoke to him and wished his group well. His son would speak the ritual words thanking the spirit of the pig. Each word would be spoken exactly as ritual demanded.

When he had finished his tale of the hunt his audience would finally break their silence. The children would run around the campfire playing out the hunt. The adults would talk of future hunts to the place by the river. Some would remember past hunts and talk of them. Then everyone would eat.

He got up and began his walk back to the village. As he walked he asked his son to repeat the ritual words thanking the spirit of the pig for being caught. He wanted to make sure his son spoke each word correctly. They could hear the sounds of the village grow closer as they walked.

STUDENT HANDOUT 3: COMMUNICATION SCENARIO 2

The king smiled as he told his scribe what he wished the notice to say. Soon his words would be posted all over his kingdom. In the past, it would have taken his crier months to go to each town and village in the kingdom and tell everyone of the wishes of the king. He had tried to send out several criers at the same time but that was still very slow. Somehow, word of mouth always seemed to change his message as his wishes were spoken by one to another. His beautiful words were soon twisted and hardly meant the same thing. He even tried to put a group of 10 scribes to work making signs of his words but that took a very long time.

Now he had his new printing press. What a wonderful creation it was! His words could be recorded by the scribe. Within an hour they could be in the printer's shop. A few days later he could see his words on paper. What a wonderful sight, hundreds of sheets of paper, all containing exactly what he had said! Soon his horsemen would be travelling to all parts of his kingdom. His words would be posted everywhere. Within weeks all of his subjects would know the wishes of their king. Those that could read would tell those that could not exactly what he, the king, wished them to know. It was wonderful. No longer would there be arguments about what he meant. His words would be posted on the trees and buildings of his whole kingdom.

If only all of his subjects could read they would all know what the king wanted, in his own words. As he looked at the notes the scribe had taken he imagined each of his subjects reading the words and hearing the king's voice as though it spoke inside their heads. His smile grew larger.

STUDENT HANDOUT 4: COMMUNICATION SCENARIO 3

Finally she was sure. Her invention worked exactly as it was supposed to. She was ready to share it with the world. She sat back and thought about what she would do to get the information about her machine to everyone. It must be shared. It could cure a disease that the world needed to overcome. Within a year, hundreds of hospitals would have her invention, but first they must find out about it. Reaching for the phone book, she wondered whom she should call to begin.

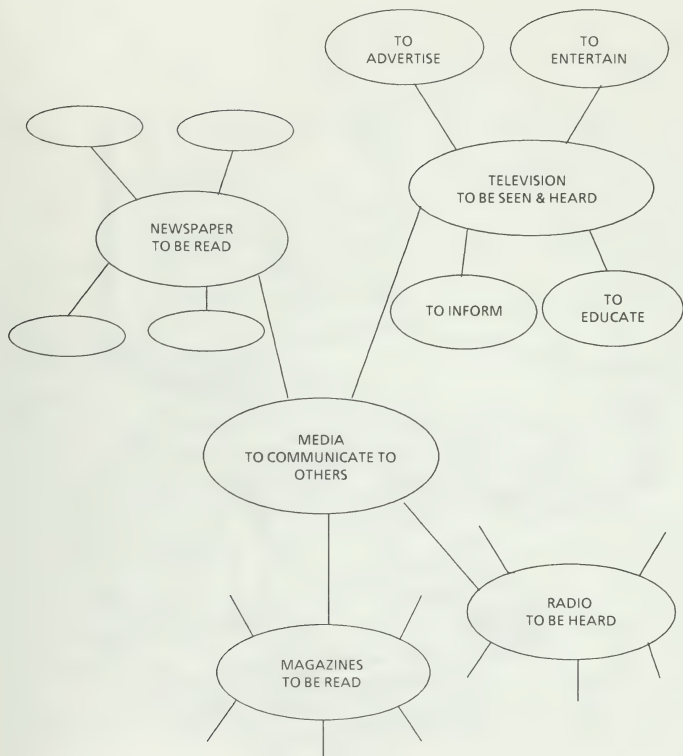
As she flipped through the pages, she wondered how many hours it would take for the news of her breakthrough to travel around the globe. Her phone call would start a chain of events that was amazing. Her words to one newspaper reporter meant that over the next 24 hours, hundreds of newspapers would print stories that would be read at the breakfast table by millions of people.

Within the same single day, millions of radios would speak of her machine. People driving in their cars, in their homes and their places of work would hear of her invention. They would likely hear her voice as she conducted telephone interviews on the same phone she held in her hand now.

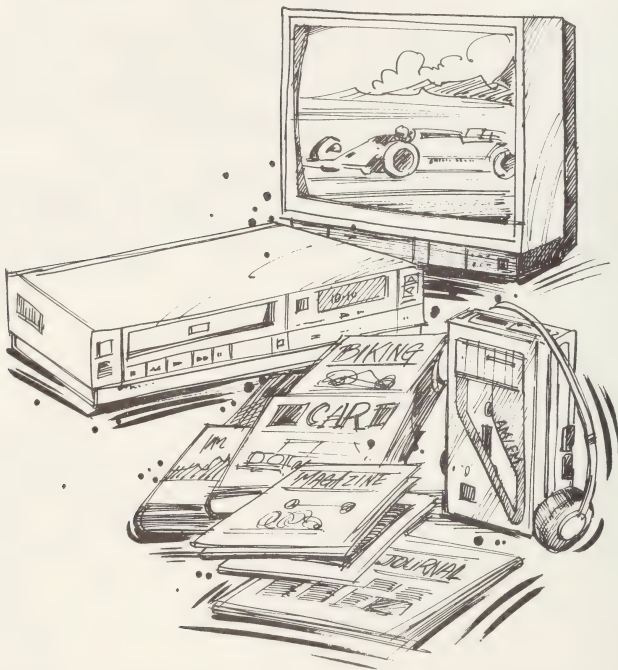
Soon her home would be invaded by reporters and cameras. Her face would appear on television sets all over the world. Her machine could be seen by millions of people as she described how it worked and how many lives it would save.

As she dialled the phone she thought of how amazing the world had become. Then she heard a voice say "hello" on the phone.

EXAMPLE OF CONCEPT MAP



ALLOW THE STUDENTS THE FREEDOM TO BUILD THEIR OWN RELATIONSHIPS BETWEEN THE PIECES OF INFORMATION. THE DIFFERENCES CAN HELP INCREASE STUDENT UNDERSTANDING OF THE MAIN CONCEPT.



STUDENT HANDOUT 5 (continued)

USE OF MASS MEDIA*

DAY	TELEVISION	TELEPHONE	RADIO	NEWSPAPERS	MAGAZINES	BOOKS	VIDEOS	THEATRE	COMPUTERS	OTHER	TOTAL PER DAY
Sunday											
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
Saturday											
TOTAL PER MEDIUM											

*Record Time per Activity

GRAND
TOTAL

ACTIVITY 3

Roles of Media

(1 period)

Generalization

The media fulfil a number of different roles in our society by entertaining us, informing us, advertising goods and services to us, educating us and helping us make contact with other people having similar concerns and interests.

Specific Objectives

1. The student will identify the different roles the media fulfil in our society.
2. The student will demonstrate how the media, in their different forms, meet our need to communicate with each other.

Procedures

1. Review with the class what was learned about the media in the last class, and the different types of media. Ask if they have any new examples that could be added to the list already made of different types of media.
2. Discuss with the class as a whole what all of these examples of media have in common, placing students' ideas on the blackboard as they are given. Using these ideas as a starter, return the class to their small groups and have them brainstorm the different roles or purposes that the media have. Have each group record ideas on the blackboard. Go over the list and check to see if all groups agree with the items on the board. Have groups explain and defend the results of their group work where necessary. Remove ideas that do not correspond with the class discussion.

Some Examples:

- to entertain
 - to inform
 - to persuade
 - to educate
 - to advertise goods and services
 - to express feelings
 - to stir us to action
3. Ask the students to return to the class definition of the term "media" and see if they can add any new ideas to it about the roles the media serve.

4. Have the small groups add the ideas they have generated on the roles and purposes of the media to their media concept maps. Once the concept maps have been completed allow the students to transfer their maps onto poster paper using a mixed media approach, combining words and pictures from magazines, or that they produce themselves. Place the finished posters on the bulletin board.
5. Through discussion, review what the class has learned about the function of the media in our society and ask the students to offer possible explanations about why the media were chosen as a means of studying the values of honesty and responsibility.

Evaluation

Participation in class discussions, and group discussions and work.

Collect and evaluate the completed concept maps on the media. (See Appendix 1)

Electives

1. Build a media centre in the library to show the different types of media and the different roles each type serves.
2. Students could write a paragraph explaining the term "media," making reference to the function of media in our society.
3. Students could make a presentation demonstrating how one example of the media fulfils the different roles.

ACTIVITY 4

Changes in Media

(2 to 3 periods)

Generalization

As the media have evolved over time, they have enhanced their power to reach more people and increased the role they fill in our society. These changes have increased the importance of the values of honesty and responsibility in the media.

Specific Objectives

1. The student will demonstrate an understanding of how the media have changed over time.
2. The student will demonstrate an understanding of how the changes in media have expanded the purposes of media as well as the audience reached.
3. The student will predict how the values of honesty and responsibility in the media have increased in importance as the media have changed to their present-day form.

Resources

Library reference books such as an encyclopedia and almanacs.

Procedures

1. Through large group discussion, review what the students learned from the three communication scenarios in Activity 2. Have the students guess what time periods these scenarios most likely represent and build a simple timeline on the blackboard to illustrate their views. Have the class make suggestions on how the timeline could be illustrated to communicate how communication methods have changed over time. Briefly discuss the question "What trend(s) is (are) evident from the timeline they have constructed?"
2. The students will be engaging in a "lightning research project" to research a single topic in the reference texts in the library. The main purpose of this type of research is to skim source material quickly and make notes on main points only. Group the students into pairs or threes and have them research one of the following topics:

- | | |
|-----------------------------|-------------------|
| - printing press | - journalism |
| - newspapers | - film and movies |
| - magazines | - literacy |
| - radio | - advertising |
| - television | - tape recorders |
| - photography | - telegraph |
| - videotape/video recorders | |

Each group of students is to look up their term in encyclopedias and almanacs. As the research is to take place quickly, they should record only important facts that relate to the development of this particular form of media, methods used by media or audience size. While the important facts for each topic will be different, they should look for information such as:

- dates
- numbers referring to quantity; e.g., how many newspapers are published in Canada (found in almanac), how many people can read and so on
- development of equipment
- purposes for forms of media used or purpose of equipment used
- size of audience reached or number of sales of item.

Tell the students that the main purpose of the research is to gain facts about how media have changed over time. The information will be put on a timeline once it is all collected, and conclusions will be drawn from the facts collected.

3. Upon completion of the research each group should share the results of their findings with the rest of the class. As the findings are presented place important dates on the class timeline. Discuss with the class how each set of information discovered relates to the media and why it is important.
4. Through discussion have the class make suggestions on how the size of audiences using the various types of media could be shown on the class timeline. List the ideas on the blackboard. Have students, as groups, build their own timelines including the information from the research as well as representing the audience size in a method of their choice. (The class should come up with symbols or drawings of some sort to communicate how audience size has changed with the development of new forms of media and technology.)
5. As a class, brainstorm conclusions that can be reached from the timeline information. Record the conclusions on the board and have students record them in their notebooks.
6. Have the students hypothesize on how their conclusions about the media from the timeline might relate to the values of honesty and responsibility. Use the following question to focus their activity:
Have the values of honesty and responsibility become more important with the changes in media? Why or why not?
7. Have the students take on one of the following roles and comment on the modern media and how they have changed. Roles might include one of the following:
 - an old printing press in a museum
 - a time traveller
 - the hunter or the king from the communication scenarios
 - a magazine rack in an old country store
 - a scribe from a twelfth-century monastery.

Evaluation

Participation in research

Notes taken during research

Group timelines

Paragraphs

Electives

1. Students could write a story illustrating the early use of a form of technology relating to the media, or someone in the future discovering a time capsule full of different types of media from today.
2. Make a display showing the history of media.
3. Make a display showing examples of the different types of media found today.
4. Research and write a report on the history of one medium such as television or radio, showing how content or audience has changed over time.

ACTIVITY 5

People and Events

(2 to 3 periods)

Generalization

The media have considerable influence over how we perceive the people and events taking place around us.

Specific Objectives

1. The student will demonstrate the ability to analyse examples from the media as to honesty in the information given and realistic or unrealistic portrayal of people.
2. The student will demonstrate an understanding of how the media can influence a person's understanding of people.
3. The student will demonstrate the ability to analyse media examples for the values they communicate.

Resources

STUDENT HANDOUT 6: _____ and the Media

Procedures

1. Through large group discussion, have students think of some examples of images of teenagers as portrayed in the media. Ask the class the question:

How are teenagers portrayed based on these images?

Record the student ideas on the blackboard with the name of the source; e.g., TV show.

2. Distribute the handout "_____ and the Media." Explain to the students that this is a retrieval chart that will help them collect and sort the information that they have generated. Instruct the students to transfer the information from the blackboard to the handout. As a class, discuss what conclusions can be reached based on this evidence.
3. Through class discussion, have the class respond to the following questions.
 - a) How do you feel about how the media portrays you?
 - b) Is it a realistic or an unrealistic portrayal?
 - c) If you did not know any teenagers, what impression would you have, based on the media presentation of teenagers?

- d) How many people do you think accept the way the media portray people and events without thinking about it? Do you often question how people and events are portrayed in the media or why certain people or events are not shown in the media?
- e) How can you become more aware of how people and events are portrayed?
4. Tell the class that over the next few days, they are going to examine the media to see what kinds of images of people and groups are being portrayed. The research they are doing is to answer the question: Do the media give realistic and honest portrayals of people? Use the same retrieval chart to collect information.

Since much of the research will have to be done at home, the students should record the following steps as a guideline to their research:

STEP 1 – Decide which group of people will be the research topic (women, men, fathers, mothers, children, teacher, immigrant groups, Native Canadians, the elderly).

STEP 2 – How would you describe the character or personality of the image of this group? A list of words and phrases describing the image should be made; e.g., kindly, says funny things.

STEP 3 – Prepare a short presentation to your class on the group you have chosen and that group's portrayal. The presentation can be a poster, collage, skit or short speech. At the end of the presentation answer the question: Do the media give realistic and honest portrayals of people?

Set a time with the class when all presentations are due.

5. As a conclusion to the presentations, discuss the following question with the class:

Are the values of honesty and responsibility demonstrated in how the media portray people?

Have the students record in a short paragraph their answer to this question in their notes.

Evaluation

Student completion of research and participation in presentations.

Collection of short paragraphs.

Electives

1. Do a skit demonstrating a realistic portrayal of a group of people such as teenagers.
2. Do an in-depth analysis of one form of media such as a teen or celebrity magazine, songs or rock videos, or a specific type of television program or specific television show, and the kinds of values portrayed by these types of media.
3. As a challenge activity, have students do an analysis of a current events topic to see how the different forms of media handle the subject, and decide which is the most realistic portrayal of the issue.

Readings (for discussion or optional activities)

"Jimmy Jet and his TV Set" (poem) by Shel Silverstein. *Inquiry into Literature 1*, ed. by Bryant Fillion and Jim Henderson. Collier Macmillan Canada Inc., 1980

"Give Us This Day" (poem) by Raymond Souster. *Contexts Anthology One*, edited by Clayton Graves and Christine McClymont. Nelson Canada Limited., 1981.

"The Great Detergent Premium Race" (story) by Pierre Berton. *Contexts Anthology One*, edited by Clayton Graves and Christine McClymont. Nelson Canada Limited., 1981.

STUDENT HANDOUT 6: _____ AND THE MEDIA

Positive

Negative

NEWS – sources: television, radio, newspapers and magazines

Description	
_____	_____
_____	_____
_____	_____

MOVIES – sources: television, theatres and videotapes

Description	
_____	_____
_____	_____
_____	_____

BOOKS – sources: libraries and bookstores

Description	
_____	_____
_____	_____
_____	_____

TELEVISION SHOWS – sources: television

Description	
_____	_____
_____	_____
_____	_____

ADVERTISING – sources: television, radio, newspapers, magazines, billboards

Description	
_____	_____
_____	_____
_____	_____

CONCLUSIONS – How do the media portray _____?

ACTIVITY 6

Honesty and the Media

(1 to 2 periods)

Generalization

The media create a variety of images of people and events.

Specific Objectives

1. The student will analyse the realism and honesty of images portrayed by the media.
2. The student will draw conclusions about the values of honesty and responsibility and the images created by the media.

Resources

A guest speaker from the community.

Procedures

1. Through large group discussion, review the following questions with the class:

How do we know if the media are giving us accurate information or an unrealistic portrayal of people and events?

How can we find out if the media are giving us accurate information or unrealistic portrayals of people and events?

2. The students should prepare for the presentation by the guest speaker by drafting a list of questions that could be asked of the speaker after the presentation. The nature of the questions will likely depend on who the speaker is.

Note: The purpose of the presentation by the guest speaker is to discuss how they see themselves portrayed in the media and how they feel this portrayal may influence how people perceive them. A number of people could likely speak to this such as police officers, ministers, Native people or members of other cultural or ethnic groups, a member of a woman's group and so on.

3. As a concluding activity after the presentation, students should return to the short paragraph written for Activity 5. At this time they may review and revise their paragraphs as a result of the additional information gained from this presentation.

Evaluation

Questions prepared for presentation.

Participation in the discussion after the presentation.

Collection of revised paragraphs.

Electives

1. Students might interview a member of the community on the same topic as the presentation made in class to gain another point of view.
2. Students might research the concept of "propaganda" and how it relates to the values of honesty and responsibility and the media.

ACTIVITY 7

Media Observation

(1 period)

Generalization

Many different values are portrayed by the media.

Specific Objectives

1. The student will demonstrate the ability to analyse the values communicated by the media viewed, listened to or read.

Resources

STUDENT HANDOUT 7: Analysis Chart

Procedures

NOTE: Teachers may wish to review the term "values" from Part 1.

1. Through large group discussion, ask the students how the different forms of media could be analysed for the values being communicated. The results of the discussion should include the following ideas:
 - actions
 - body language
 - clothing
 - written word
 - financial status
 - roles people portray
 - script
 - lyrics
 - age
 - social status
 - appearance of people
2. Briefly review with the students what types of media they use (concept maps from Activity 2) and list these types on the blackboard. As an example, use an advertisement from a magazine and have the class practise analysing it for the values being portrayed.
3. Divide the class into groups of three or four. Each group will take responsibility for one type of media and analyse it for values communicated. The class should decide how the different types of media will be divided between the groups. Each member of the group should get a copy of Student Handout 7: Analysis Chart. The class may have to generate ideas as to which types of media they will research; e.g., teen magazines, radio, television shows (different types), sports, commercials, news. Give the students the following steps for their research.

Purpose – To analyse the media for the values being communicated.

STEP 1 – Decide what type of media will be analysed.

STEP 2 – Place type of media on Analysis Chart.

STEP 3 – Each member of the group should decide what they will research, and write the title on the Analysis Chart.

STEP 4 – Each person should decide what they will observe; e.g., body language, clothing, and write that on their sheets beneath the title **OBSERVING**.

STEP 5 – List the observations of each example in point-form notes. (This will likely have to be done as homework.)

STEP 6 – Decide what values were communicated, based on observations.

Note: It may be helpful to have the students use the class example of the advertisement to fill out one section of their sheet to practise using it.

4. Students, once the research has been completed, should discuss, and summarize their findings in a short paragraph in their notes. These should be kept for the next lesson.

Evaluation

Participation in group work and discussions.

Collect completed Analysis Charts and summaries.

Electives

1. Students could make a "How To" display or poster explaining what to look for when analysing the media for the values communicated.
2. Students could analyse their own wardrobe to see what values they are communicating along with the image that they are presenting to others.
3. Students could analyse a political leader to see what values that person is communicating in how they dress, speak and so on.

STUDENT HANDOUT 7: ANALYSIS CHART

Type of Media Analysed _____

Title _____

1. Observing _____
Observations _____

Values Communicated _____

2. Observing _____
Observations _____

Values Communicated _____

3. Observing _____
Observations _____

Values Communicated _____

4. Observing _____
Observations _____

Values Communicated _____

5. Observing _____
Observations _____

Values Communicated _____

6. Observing _____
Observations _____

Values Communicated _____

ACTIVITY 8

Values and the Media

(1 – 2 periods)

Generalization

The values portrayed by the media may or may not always be in agreement with the values of the community.

Specific Objectives

1. The student will form conclusions about the values communicated by the media.
2. The student will compare the values portrayed by the media with the standards of the community for consistency and inconsistency with those standards.

Procedures

1. Through large group discussion review the findings of the groups in Activity 7. Instruct each group to create a presentation for the rest of the class on what they learned about the values communicated by the media in their research. Groups may choose one of the following methods for their presentation: role play, skit, panel discussion, poster (with explanation) or speech. Each presentation must include the conclusions of the group based on their findings.
2. Upon completion of the presentations, have all students answer the following questions in their notebooks.

What types of values did the groups find in the kinds of media analysed?

Did you find evidence of honesty: Were people and events portrayed in a realistic manner?

Did you find evidence of responsibility: Were the people and events portrayed demonstrating responsibility?

3. Through large group discussion, pose the following questions to the class:

Are we influenced by the media in the values we choose for ourselves?

Do the values communicated by the media agree with the values communicated by our parents, the community, our church, cultural or ethnic group or other students?

4. Students should choose an example of a value communicated by the media that agrees with the values of their family. Students should discuss this with their family. These examples should be recorded and explained in their notebooks.

Evaluation

Participation in group and class discussions.

Group presentations.

Answers to questions in procedures item 2.

Examples from procedures item 4.

Electives

1. Have students create a role play illustrating the similarities and differences between the values found in the media and those held by their community.

ACTIVITY 9

Media Influence

(1 period)

Generalization

The media, because of the size of their audiences, have the power to influence the people in that audience.

Specific Objectives

1. The student will demonstrate an understanding of the potential of the media to influence their audiences.
2. The student will analyse how the media influence their audiences.

Resources

STUDENT HANDOUT 8: Media Influence in Canada

Procedures

1. Have the students read Student Handout 8. After completing the reading, have them answer the questions that accompany it. As a class, share the answers to the questions.
2. Tell the class that they are going to explore the idea of media influence by trying to remove themselves from the situation and imagine what view of life in our society they would have if their only view of it was through the "eyes" of the media. Have the students close their eyes and imagine that they are an alien who has been picking up radio and television signals in its spaceship. Give the class specific examples such as songs currently on the radio or television shows the students are familiar with. (This can be done orally and may take some preparation on the part of the teacher to script with current songs and television shows.) Describe a commercial, a news program and so on. Have the students spend two minutes brainstorming words and phrases describing images the alien would see and hear.
3. Tell the students that they are going to work in pairs to demonstrate how the alien would describe life on earth based on these impressions on its return to its home planet. They may demonstrate the view of the alien using one of the following methods:
 - a) role play of an interview show with the alien as a guest
 - b) a one-page story describing the alien's report to the government of its home planet
 - c) an audiotape recording of a radio message sent to the home planet on this subject
 - d) a comic book account of the alien's return to its home planet.

Remind the students that their account must communicate the values of earthlings and their lifestyles according to the media.

4. Upon completion of the stories, tapes, etc., have several students share their stories with the class. Discuss how the media would influence the alien's view of life on earth. Write the following question on the board, to be answered by the students.

Would the alien's view of life on earth be consistent or inconsistent with the way our life really is? Give examples of the similarities and differences.

5. As a class, discuss student responses to this question. Focus the discussion on the differences and similarities in regard to the values being communicated. Ask the class the following question.

Do the media have an influence on us that is consistent or inconsistent with the real world?

Evaluation

Collect and evaluate the student accounts of the alien's view of life on earth.

Collect and evaluate the answers to the questions in procedures items 4 or 5.

Electives

1. The class or groups of students might create on videotape a composite of images from television illustrating the kinds of things that would form the view the alien would have of life on earth.
2. A large picture of an "earthling" could be drawn showing the values found by the alien. Have the parts of the picture labelled to point out the message of each part; e.g., a gun to indicate violence, items held in the hands to illustrate consumerism, such as shampoo or a chocolate bar.
3. As a challenge a group of students could illustrate the views of other countries and their people expressed in news programs.

STUDENT HANDOUT 8: MEDIA INFLUENCE IN CANADA

How much influence do the media have on Canadians? You be the judge.

In 1986:

- 98.9% of Canadian households owned radios
- 64.9% of Canadian households received cable television
- 98.6% of Canadian households contained televisions
- 35.1% of Canadian households owned video recorders.

Millions of newspapers are delivered to Canadian homes every day. Magazine sales run into the millions every month. There are 1,467 television stations, 758 AM radio stations and 778 FM radio stations in Canada. More than 500 million hours of television and 400 million hours of radio are watched and heard each week. An average Canadian spends four hours per day watching television and three hours per day listening to the radio. Within the programs seen and heard each day, the average person sees or hears about 100 commercials on television and about 70 commercials on radio per day. Children, on the average, watch at least three hours of television per day, which means they see about 75 commercials per day, or about 27,500 per year.

Information sources:

The (1988) Canadian World Almanac and Book of Facts.

Toronto, Global Press, 1987

Sex-Role Stereotyping in the Broadcast Media CRTC Policy Statement.

Ottawa, CRTC Information Services, p. 33

What do you think?

1. How do the amounts given for individual Canadians watching television and listening to the radio compare with the time you spend (more or less)? What are your thoughts about the amount of time spent this way?
2. What kinds of influences do the media have over Canadians? Give a reason for your answer.
3. What does this situation indicate about the media?

ACTIVITY 10

Media Controls

(1 period)

Generalization

The media, because of their power to influence the audience, may require some type of control.

Specific Objectives

1. The student will decide whether controls are necessary to regulate the media.

Procedures

1. Pose the following problems to the class by writing the questions on the blackboard. The students should record the questions and their answers in their notes.

If the media have the power to influence our lives, should they be controlled in some way? If so, how?

Are there certain areas of the media that should be controlled more than others? Explain.

2. Have the students individually create a three-panel pamphlet with a sheet of loose-leaf paper to convince others of their point of view on this problem. Each of the areas of the problem should be dealt with in the pamphlet (corresponding to each question on the blackboard).
3. Put the class into small groups of three or four and have them share their pamphlets with each other, noting the similarities and differences between each other's pamphlets.
4. Through large group discussion, review decisions the students made concerning the need for controls of the media. (Remind the students to bring their pamphlets to the next class, to add another panel to them.)

Evaluation

Collect and evaluate the pamphlets created by the students.

Note: The students will require their pamphlets for the next class.

Participation in group and class discussions.

Electives

1. Students might have a debate between those who agree with the need for controls and those who disagree.
2. Students might create a specific set of controls for a particular type of media.

ACTIVITY 11

Internal Controls

(2 periods)

Generalization

As the media have grown over time controls have been developed by the media to regulate their activities.

Specific Objectives

1. The student will demonstrate an understanding of the need to regulate the media by developing a code of ethics for the media.
2. The student will analyse examples of guidelines created by the media for self-regulation.

Resources

STUDENT HANDOUT 8: Internal Controls and the Media

Procedures

1. Through large group discussion, review the examples of self-regulation or controls the class has come across in their study of ethics, by asking the following questions:

What groups have we examined that have developed codes of ethics to meet their needs to control themselves?

What types of controls were found in these codes of ethics?

How did these groups go about developing their codes of ethics?

What purposes did the code of ethics serve?

2. Explain to the class that they are going to work in small groups (three or four students) to develop a code of ethics for the media that will meet the need for controls that they found in the last class activity. Each group is to begin by picking a certain medium (e.g., newspaper, television, radio) and writing their code of ethics to meet the needs of that medium. Have the groups write their codes of ethics on poster paper so that they may be placed on the bulletin board.
3. Have groups present their code of ethics for the media to the rest of the class. Tell them that they must explain to the class how this set of guidelines for the media meets the need for controls.

4. Explain the following to the class:

The media have had the same need to regulate their actions as have other groups such as teachers, doctors and lawyers. They have developed guidelines of right and wrong behaviour to regulate themselves. These guidelines are called internal controls. They are rules made by the media to regulate or control themselves.

5. Refer to the Teacher Reference Materials for information regarding internal controls.

6. Through discussion, have the class answer the following questions:

How are the guidelines created by the media used by the media?

Do the guidelines support the values of honesty and responsibility?

7. Have someone from the media come into the class (from a local radio/television station or a local newspaper) to explain the internal guidelines they have to work with. Be sure that the class has created questions in advance of this presentation to ask the media representative.

Evaluation

Participation in group work and class discussion.

Evaluate the code of ethics and presentation made by each group.

Collect and evaluate the questions made by the students to ask the media representative.

Electives

1. Have the students examine the media to see if the media are living up to the code of ethics they have created.

A Statement of Principles for Canadian daily newspapers

I. Ethics

Newspapers have individual codes of ethics and this declaration of principles is intended to complement them in their healthy diversity. As individual believers in free speech they have a duty to maintain standards of conduct in conformance with their own goals.

II. Freedom of the Press

Freedom of the press is an exercise of the common right to freedom of speech. It is the right to inform, to discuss, to advocate, to dissent. The Press claims no freedom that is not the right of every person. Truth emerges from free discussion and free reporting and both are essential to foster and preserve a democratic society.

III. Responsibility

The newspaper has responsibilities to its readers, its shareholders, its employees and its advertisers. But the operation of a newspaper is in effect a public trust, no less binding because it is not formally conferred, and its overriding responsibility is to the society which protects and provides its freedom.

IV. Accuracy and Fairness

The newspaper keeps faith with its readers by presenting the news comprehensively, accurately and fairly, and by acknowledging mistakes promptly.

Fairness requires a balanced presentation of the relevant facts in a news report, and of all substantial opinions in a matter of controversy. It precludes distortion of meaning by over- or under-emphasis, by placing facts or quotations out of context, or by headlines not warranted by the text. When statements are made that injure the reputation of an individual or group those affected should be given the earliest opportunity to reply.

Fairness requires that in the reporting of news, the right of every person to a fair trial should be respected.

Fairness also requires that sources of information should be identified except when there is a clear and pressing reason to protect their anonymity. Except in rare circumstances, reporters should not conceal their own identity. Newspapers and their staffs should not induce people to commit illegal or improper acts. Sound practice makes a clear distinction for the reader between news reports and expressions of opinion.

V. Independence

The newspaper should hold itself free of any obligation save that of fidelity to the public good. It should pay the costs incurred in gathering and publishing news. Conflicts of interest, and the appearance of conflicts of interest, must be avoided. Outside interests that could affect, or appear to affect, the newspaper's freedom to report the news impartially should be avoided.

VI. Privacy

Every person has a right to privacy. There are inevitable conflicts between the right to privacy and the public good or the right to know about the conduct of public affairs. Each case should be judged in the light of common sense and humanity.

VII. Access

The newspaper is a forum for the free interchange of information and opinion. It should provide for the expression in its columns of disparate and conflicting views. It should give expression to the interests of minorities as well as majorities, and of the less powerful elements in society.

*Adopted by the Canadian Daily Newspaper Publishers Association April 1977
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Canadian Broadcasting Corporation's Program Policy

The Corporation

Program Policies

General

The Corporation maintains and exercises editorial authority, control and responsibility for the content of all programs broadcast on its facilities. Coproduced or procured programs are subject to prebroadcast acceptance by the CBC or its representatives, (See "Corporate Policy", Secretariat, Head Office.)

Information programs

CBC policies pertaining to information programs are set out in detail in the handbook "Journalistic Policy". They apply to news and to all aspects of public affairs programming. Their overall goal is to achieve the greatest possible objectivity and balance in CBC information programs, through the basic journalistic principles of accuracy, integrity, fairness and thoroughness.

Programming in general

Policies covering programming in general can be found in a document entitled "Program Policies". Following is a summary of some of these policies.

Portrayal of women – "CBC accepts as part of its mandate the need to reflect in its programming the role of women in Canadian society and to examine its social and political consequences." CBC programming should also contribute to the understanding of issues affecting women. CBC programs must: avoid demeaning sexual stereotypes and sexist language; reflect women and their interests in the reporting and discussion of current events; recognize the full participation of women in Canadian society; seek women's opinions on the full range of public issues. (See "Program Policies" policy no. 3, Secretariat, Head Office.)

Multicultural broadcasting – Recognizing the ethnic diversity of Canada, the CBC practises a policy of cultural pluralism in its programming. It attempts to reflect the multicultural and multiracial characteristics of Canadian society. In terms of language, the CBC broadcasts in English and French as directed by the Broadcasting Act; the only exceptions are the native-language broadcasts directed to Canada's Indian, Métis and Inuit peoples. (See "Program Policies", policy no. 7, Secretariat, Head Office.)

Stereotypes – Program staff are asked to refrain from indiscriminate portrayal of stereotypes—generalizations or other groups. The use of stereotype characters is acceptable only when it is essential to a program's purpose—for example as a requirement of the plot in drama or comedy. (See "Program Policies", policy no. 2, Secretariat, Head Office.)

Good taste – "CBC programs should respect and reflect the generally accepted values of contemporary society." Audiences reflect a wide variation in age, environment and susceptibility, and care must be taken not to cause gratuitous offence. At the same time, sensitive subjects need not be rigidly excluded. The type of program, the time of scheduling and the makeup of the intended audience should be taken into consideration in deciding questions of taste. Cautionary announcements should be used where material may be disturbing to some sections of the audience, particularly children. (See "Program Policies", policy no. 13, Secretariat, Head Office.)

Violence – "The CBC does not broadcast programs that unduly exploit violence, and restricts the number of program series built around themes of violent action." The presentation of violence should be warranted by dramatic integrity and appropriateness to context. In children's

programs, cooperative interaction and non-violent resolution of conflict are stressed. Producers are asked to avoid program elements which might adversely affect children, such as excessive aggression, cruelty to people or animals, and criminal acts that are easily imitated. (See "Program Policies", policies 14 and 15, Secretariat, Head Office.)

Public service announcements – CBC makes available a limited amount of free time for qualifying charitable, social and artistic organizations to promote their public service activities, and to government departments or agencies, federal, provincial and municipal, to provide factual information to the public. Announcements which promote any controversial, political, religious, social or economic opinion are not eligible, except in the case of AIDS messages (see p. J-6) (See "Program Policies", related policy D, Secretariat, Head Office.)

Among other subjects included in the "Program Policies" book, revised edition, are:

- Hiring of political figures on CBC programs
- Programming not eligible for commercial content
- Opinions on controversial matters expressed on entertainment programs
- Commercial impact
- Contests, quiz programs and lotteries
- CBC programming and national unity
- Outside requests for CBC broadcast material
- Perimeter or on-site advertising.

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Canadian Broadcasting Corporation's Program Policy

Violence in General Programming

The CBC shares the concern over violence in television expressed by responsible community leaders and social scientists in Canada and elsewhere. While there is room for debate about the cause-and-effect relationship between violence in television and outbursts of violence in society, the CBC's view is that as a broadcaster it cannot abdicate responsibility for making a judgment in this field.

The CBC does not broadcast programs that unduly exploit violence, and restricts the number of program series built around themes of violent action. The presentation of violence should be warranted by dramatic integrity and appropriateness to context. Violence merely for sensational effect, or as a substitute for other dramatic values is not acceptable.

The type of program, the time of its showing, and the composition of the audience for whom it is intended are three major considerations that will condition the decision taken by producers and others responsible for what appears on the screen. They must then consider if the effect of including scenes of violence, brutality, or horror could lead in certain circumstances to imitation in viewers and cause such distress or resentment to a large number of viewers as to invalidate the program for those people.

Some practical consideration should also be taken into account; for example:

- 1) any violent sequence, even one that is a natural part of the plot, should not be unduly prolonged;
- 2) no sequence should include shots that dwell upon the more gruesome and bloody physical aspects of combat or the use of weapons;
- 3) sound effects and sound tracks should not unduly distort or magnify the impact of violence;
- 4) violence inflicted on anyone in a disadvantaged position requires special scrutiny;
- 5) scenes of cruelty to animals should be avoided.

While this policy largely relates to television, its general principles are applicable to radio as well.

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ACTIVITY 12

External Controls

(1 period)

Generalization

Our society has found it necessary to develop external controls of the media in the form of laws and regulations.

Specific Objectives

1. The student will demonstrate an understanding of the need for external controls of the media by giving reasons why they are necessary.
2. The student will analyse examples of laws and regulations created by government to control the media.

Resources

STUDENT HANDOUT 9: External Controls and the Media

Procedures

1. Begin the class by reviewing the code of ethics students created for the students in their school. Discuss examples of the guidelines they set up to help students control their own behaviour.
2. Have the students answer the following question in their notebooks. Does the code of ethics made for the students replace the need for school rules? Give reasons for your answer.

Through large group discussion share the students' answers to this question. Ask the students if the same reasons would apply to the media.

3. Explain to the students that their code of ethics for students is an example of internal controls (coming from inside). The school rules are examples of external controls on the students (coming from outside). The students have already examined examples of internal controls made by the media. Review with the class how they would be used by the media.
4. Tell the students that they are going to examine examples of external controls made by the government to control the media. The students are to read Student Handout 9: External Controls and the Media, and answer the questions on the handout. Discuss the student answers to the questions as a class. Have the students answer the following questions as a class:

What is the difference between these controls and the internal controls set up by the media? (answer—consequences)

How do you think these controls will be used?

Who will enforce these laws and regulations?

Where do the ideas for these laws and regulations come from?

5. Place the following question on the blackboard and have the students write a paragraph in response to it, or build a diagram demonstrating how the controls support the values.

How do the internal and external controls for the media demonstrate the values of honesty and responsibility?

Evaluation

Evaluate students' answers to the questions on Student Handout 9: External Controls and the Media.

Evaluate the paragraph written or diagram made on controls and values.

Electives

1. Examine specific laws and regulations controlling the media, such as:
 - a) The Criminal Code of Canada
 - b) The Broadcast Act
 - c) The Canadian Radio Telecommunications Commission Regulations
2. Have the students listen to a record of "The War of the Worlds." As an example of how the media can influence an audience when not used responsibly, tell them what happened years ago when this was first broadcast as a radio play. Refer to the ACCESS Ethics Resource Package video "Messages in Media" (see page 10).

STUDENT HANDOUT 9: EXTERNAL CONTROLS AND THE MEDIA

Both the provincial and federal governments have a number of laws and regulations that involve all forms of the media. These are external controls or rules that come from outside the media. The laws and regulations are backed by punishments if broken, and are enforced by the governments. The following is an example of laws made by the federal government to control the media.

The Criminal Code of Canada

Corrupting Morals

Everyone commits an offence who:

1. distributes materials of an obscene nature that offends the standards of decency of Canadian society.
2. publicly shows a disgusting object or makes an indecent gesture.

Any publication that has as a major purpose the exploitation of sex, crime, violence, horror and cruelty shall be considered obscene.

Libel

Everyone commits an offence who:

1. distributes material that is likely to injure the reputation of any person or exposes that person to hatred, contempt or ridicule or is designed to insult the person.

Hate Propaganda

Everyone commits an offence who:

1. promotes killing a group of people.
2. causes hatred or violence against an identifiable group of people.

QUESTIONS

1. Is the material in this set of laws what you expected?
2. What values are these laws supporting?
3. Can you think of any other laws that would likely be a part of the external control of media?

ACTIVITY 13

Community Values

(1 to 2 periods)

Generalization

The community does not always find the media following community standards and values.

Specific Objectives

1. The student will analyse areas of disagreement between the community and the media to identify problems.
2. The student will demonstrate an understanding of the values of the community by identifying the values found in complaints against the media.

Resources

STUDENT HANDOUT 10: Headlines

Procedures

1. Begin the class by discussing the following questions with the class as a whole:

Do you think the controls of the media are enough to assure the public that the media will act in a responsible manner?

Have any of you heard of any complaints about what the media are doing? Explain.

From your own viewing and listening to the media, do you feel that the values of the community are being supported?

2. Explain to the class that through a set of simulated headlines, they are going to examine a number of areas where the community has been unhappy with the actions of the media. Using Student Handout 10: Headlines, the students, in small groups, are to:
 - a) identify the concern stated in each headline
 - b) identify which community values people feel the media are not supporting.

Briefly discuss each headline with the class to be sure students have an idea of what each headline is about.

3. Have each group take one headline and prepare a role play taking on the viewpoint of the critics of media making a short presentation to the government on how the media are not meeting community standards and values. Share the role with the class. Allow for class discussion of the issue after each role play has been presented.

4. Tell the class that there are community groups that monitor the media for what they are doing. One such organization watches for examples of sex-role stereotyping. Ask the students to consider what types of problems they believe exist in the media and share them with the class. Invite the students to create their own organization to monitor an area of the media and record situations or examples of problems from the media. This could become an assignment or project that could be presented later in the unit.
5. Invite a representative of the community in to discuss how they feel about how the media support their values and how they are reacting to it, or invite someone from the media to explain how they decide what will be played on the radio or television and how they handle community complaints about their content. Be sure the class has prepared in advance, questions for the speaker, on what it is the speaker objects to the media doing, and what actions the speaker has taken to put a stop to the problem, or how the media demonstrate a sensitivity to community standards and complaints.
6. Have students review their media log booklet, Media, Messages and Me.

Evaluation

Evaluate participation in group work, presentation and the role plays.

Evaluate students' analysis of headlines.

Evaluate questions the students asked of the community representative.

Electives

1. The class could do research on an organization such as MediaWatch to find out how it operates and what its recommendations are to the media.
2. The class could take an issue from the headline and view, read or listen to the media for evidence of the problem.
3. The class could develop a plan of action to solve the problem from one of the issues mentioned in the headline.

ACTIVITY 14

Media as Business

(1 period)

Generalization

The business motivation of the companies that make up the media and how decisions are made can create a conflict with the values of honesty and responsibility.

Specific Objectives

1. The student will gain an understanding of the business motivation of the media.
2. The student will analyse different types of media for their aims and purposes as businesses.

Resources

STUDENT HANDOUT 11: The Business of the Mass Media

Procedures

1. Explain the following to the students:

Some types of media are created to meet very specific purposes. Community television as an example allows groups to use public studios to make programs for audiences that have needs not met by regular television. Another example would be cultural groups who like to hear news in their own language. These groups, as well as others, often have newspapers, magazines and newsletters that allow them to read in their native language. Other types of mass media are put out by businesses with the purpose of profit through sales, etc.

2. Distribute and have the class read Student Handout 11: The Business of the Mass Media. Have the students answer the accompanying questions. Discuss their answers as a class.
3. Conclude the class by returning to the idea that the aims of the media involve the values of honesty and responsibility. Through large group discussion, generate examples and ideas where this may occur.

Evaluation

Participation in class discussion and group work.

Students' analysis of the purposes of different types of media.

Students' answers to the questions accompanying the handout.

Electives

1. Research the different types of media for the number of advertisements present; e.g., cut all the ads out of a magazine and mount them on poster paper. Do the same with the articles and then compare their sizes.
2. Research the role of the Nielsen ratings in judging the success or failure of television shows.
3. Make inquiries of the different types of media, as to the cost of advertising. Find out what conditions the advertisements must meet to be accepted.

STUDENT HANDOUT 11: THE BUSINESS OF THE MASS MEDIA

Most Media Are Businesses That Need to Make a Profit

Since watching TV or listening to the radio doesn't cost anything other than the price of buying a television set or a radio, how do radio and television networks pay their expenses? After all, producing a program costs a great deal. Does the price one pays for a magazine or a newspaper cover all of the expenses? No. These costs are paid by advertisers. Advertisers have products that they wish to sell to the people watching TV, listening to the radio and reading magazines and newspapers. The advertisers pay for advertising space or time to promote their products. The larger their audiences the more the different types of media can charge for advertising and the more profit they will make.

The statistics that follow point out that advertising is a profitable business for the media:

- a major North American fast food chain spends \$1,000,000 per day in advertising
- the average cost of one second of television advertising time is \$1,000. During major events, such as the Olympics, the cost of one second of advertising time may be \$10,000
- magazines pay photographers an average of \$675 for a full-page photograph and they pay their writers \$1 per word for full-page articles.

In trying to increase the size of their audiences the media, at times, are in conflict with the values of responsibility and honesty. They may sometimes go beyond the community standards of right and wrong behaviour. Some people feel that the large amount of violence in the media is an example of irresponsible behaviour. Others feel that the media attract people by taking advantage of their emotions and that this is dishonest. Still others say that media don't show things the way they really are and that this is wrong.

Some Media Are Non-Profit Organizations

Some media have very specific purposes. One example is community television, which allows individuals and groups to use television studios to make programs for audiences that have needs not met by regular programming. These include cultural groups that would like to hear news from their homeland in their own language. Charitable and volunteer groups, religious groups and other special interest groups, also are examples of non-profit media organizations. Some groups and communities have their own non-profit newspapers, magazines and newsletters. These types of media often present particular points of view and the values of that particular group. Even those media businesses that wish to make a profit take responsibility for providing free services such as community announcements, information and advertising for other good causes.

QUESTIONS

1. In what ways do the media make money?
2. What kinds of things do the different kinds of media (business and non-profit) do to attract an audience?
3. While the public at times criticizes the media for what they do, the media often give the reason for their actions as "giving the public what they want." Give an example of a statement supporting each side of this argument.

ACTIVITY 15***Simulation*****(2 periods)****Generalization**

The community must view the media critically to establish whether community values and standards are being supported by the media.

Specific Objectives

1. The student will demonstrate an understanding of how to meet the needs of a particular audience by making a magazine for that audience.
2. The student will demonstrate sensitivity to community values and standards by creating a magazine that supports those standards and values.
3. The student will gain an understanding of how to view media products critically by analysing a magazine produced by classmates, for the values supported by that magazine.

Resources

STUDENT HANDOUT 12: Magazine Simulation

Procedures

1. Tell the students that they are going to do a simulation of creating a magazine that will both be profitable and meet the standards and values of the community. Give them Student Handout 12: Magazine Simulation and go over the steps with the class to check on comprehension. Break the class up into small groups (three or four students each) and have them do the simulation.
2. Upon completion have the groups share their letters and sample article with the other groups in the class. Have the class vote on which magazine would likely be most successful at being sold, giving reasons for their choice.
3. Have the groups exchange the materials they have created for their magazine. Tell the groups that they are going to analyse each magazine proposal to see if it meets community standards and values from the point of view of one of the following groups:
 - a) the government
 - b) organization monitoring media for stereotyping
 - c) a member of the Advertising Standards Council
 - d) a religious group.

4. Discuss the following questions with the class to debrief the magazine simulation:

What was hard about making a magazine?

Did you find any evidence of magazines that did not meet community standards and values?

How many groups would change their magazine to silence adverse criticisms?

Might changing the magazine to avoid community criticism conflict with the desire to appeal to a certain audience and make a profit?

5. Have the class as individuals do a similar analysis of an actual magazine as they did with the simulations, to decide if the contents meet community values. Share the students' analyses with the class through large group discussion.
6. Brainstorm ways the class could give feedback to the magazine publishers about things they found in the magazines that did not support community values.

Evaluation

Evaluate student participation in the simulation and large and small group discussions.

Collect and evaluate all or part of the magazine simulation.

Collect and evaluate the individual student analysis of an actual magazine.

Electives

1. Have the students make a "mock-up" of their magazine by using cutouts from actual magazines. (These may be used for the follow-up steps to the magazine simulation.)

STUDENT HANDOUT 12: MAGAZINE SIMULATION

Your group has decided to publish a monthly magazine. You must make a number of decisions about the audience of the magazine, and how you are going to appeal to that audience. You must also decide what type of advertisers would be interested in your target audience. Your group hopes to make a profit through sales of the magazine and advertising income. Try to have the whole group reach consensus on each decision made.

A. What age group do you want to buy your magazine? (Circle the age group.)

8-12 13-19 20-30 31-45 46-60 61+ OTHER _____

B. What major purpose do you want your magazine to serve? (Check one or more.)

- | | |
|---|-------------------------------------|
| 1. Entertainment _____ | 8. Music _____ |
| 2. Sports news _____ | 9. Books _____ |
| 3. Educational _____ | 10. Media stars _____ |
| 4. Business news _____ | 11. Movies _____ |
| 5. General news _____ | 12. Sensational stories _____ |
| 6. Information _____ | 13. Other area of your choice _____ |
| 7. Networking people with a common interest _____ | |

C. What type of content do you plan to have in your magazine? (Types of articles, pictures and so on.) A sample article should be made on a separate sheet of paper.

D. What type of advertisers are you going to try to get to advertise in your magazine?

1. _____
2. _____
3. _____
4. _____
5. _____

STUDENT HANDOUT 12 (continued)

- E. Writers and photographers will need a set of guidelines or a code of ethics to help them know what standards you are going to uphold in your magazine. On a separate sheet of paper, develop a code of ethics for your magazine.
- F. Give your magazine a name _____
- G. Create a plan of how you will handle community input (requests, complaints, letters to the editor, advice column, questions, etc.).
- H. Write a letter "selling" your magazine concepts to possible advertisers, describing the type of magazine you are planning. Be sure to tell the advertiser why you think your magazine will be a success in reaching your target audience, and how they can benefit by advertising in it.

ACTIVITY 16

Consumer versus Media

(1 – 2 periods)

Generalization

The community has expectations of the media that are expressed through their behaviour as consumers, and through the standards set by the community.

Specific Objectives

1. The student will gain an understanding of community standards for the media by interviewing members of the community.
2. The student will gain an understanding, through interviews, of how the community feels about the standards set by our institutions.
3. The students will gain an understanding of their own standards as they relate to the media by analysing their own consumption of the media.

Resources

STUDENT HANDOUT 13: Interview

STUDENT HANDOUT 14: Self-analysis

Procedures

Note: Student Handout 13: Interview should be previewed with the students and completed before this activity, as should Student Handout 14: Self-analysis. Each student should identify one or two adults to be interviewed.

1. Through large group discussion review the material learned about the standards set by both internal and external controls of the media and whether the class felt that these controls were sufficient to demonstrate responsibility of the media.
2. In small groups, have students prepare a group statement summarizing the data collected from the interviews. As each group presents its summary, write the results on the board. Once all results have been collected, analyse them through discussion of the following questions.

Has the community been satisfied with the controls of the media in general?

Has the community found cause for complaint about how the media demonstrate responsibility?

Has the community taken action about its concerns?

Has the community identified any issues concerning the media and responsibility?

Do the interview results indicate that the community is satisfied with the way the media are handling themselves?

Upon completion of the analysis of interview, have the students form conclusions about the results, making reference to the standards desired by the community.

3. Have the students, in small groups, tabulate their responses to Student Handout 14: Self-analysis. Again have the groups share their summaries of group member views. Discuss the following questions with the class.

Do the results of the self-analysis match those of the community? What are the similarities and differences?

Have the students found cause for compliments or complaints with how the media demonstrate responsibility?

Do the student results indicate that they are satisfied with the way the media are handling themselves?

Again, form conclusions about the results, making reference to the standards desired by the students.

4. Have the students write a paragraph describing the values and standards of the community as expressed in the interviews and self-analyses.

Evaluation

Completion of interviews and self-analyses.

Participation in group and class discussions.

Collect and evaluate the paragraph written by the students.

Electives

1. Have the students build a visual display comparing their expectations of the different types of media with those of the community.
2. Invite members of the community or a community action group to discuss or debate their views of the media and the value of honesty and responsibility.
3. Invite the students to set up their own monitoring organization about how teenagers are portrayed by the media. Collect their findings, decide if they are happy with this portrayal or build an action plan outlining how they can change the situation if they are unhappy with it.

STUDENT HANDOUT 13: INTERVIEW

PEOPLE INTERVIEWED

1. _____
2. _____

Explain to the person being interviewed that you are conducting a study of the types of media people use and would like their views of how the media are living up to their responsibility.

Question 1

Please indicate how often you use the following types of media.
(Put #1 for person one. Put #2 for person two.)

	Daily	Weekly	Monthly	Hours Per Week
1. Newspaper	_____	_____	_____	_____
2. Magazine	_____	_____	_____	_____
3. Radio	_____	_____	_____	_____
4. Television	_____	_____	_____	_____
5. Movie	_____	_____	_____	_____
			Person One _____	
	Number per Month		Person Two _____	

Question 2

Types of Magazines Read

<u>Person 1</u>	<u>Person 2</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

STUDENT HANDOUT 13 (continued)

Question 3

Types of Television Shows Watched

Person 1

1. _____
2. _____
3. _____
4. _____
5. _____

Person 2

1. _____
2. _____
3. _____
4. _____
5. _____

Question 4

Types of Movies Watched

Person 1

1. _____
2. _____
3. _____
4. _____
5. _____

Person 2

1. _____
2. _____
3. _____
4. _____
5. _____

Question 5

Are you aware of any issues regarding the media and how they do things?

Person 1

1. _____
2. _____
3. _____
4. _____
5. _____

Person 2

1. _____
2. _____
3. _____
4. _____
5. _____

STUDENT HANDOUT 13 (continued)

Question 6

Do you have any compliments or complaints about how the media are interpreting community standards or how they are fulfilling their responsibility to the community?

Person 1

1. _____
2. _____
3. _____
4. _____
5. _____

Person 2

1. _____
2. _____
3. _____
4. _____
5. _____

Question 7

How would you describe your level of satisfaction with the government standards for the media?
(Put #1 for person one. Put #2 for person two.)

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied Don't Know

Question 8

How would you describe the way the media have lived up to community standards?

Excellent Good Satisfactory Unsatisfactory Poor Very Poor Don't Know

STUDENT HANDOUT 14: SELF-ANALYSIS

1. Indicate how often you use the following types of media.

	Daily	Weekly	Monthly	Hours Per Week
1. Newspaper	_____	_____	_____	_____
2. Magazine	_____	_____	_____	_____
3. Radio	_____	_____	_____	_____
4. Television	_____	_____	_____	_____
5. Movie	_____	_____	_____	_____
	Number per Month			_____

2. Types of Magazines Read

- _____
- _____
- _____

3. Types of Television Shows Watched

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

4. Types of Movies Watched

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

5. Can you think of any examples where you think the media have not met community standards or fulfilled their responsibilities?

- _____
- _____
- _____

STUDENT HANDOUT 14 (continued)

6. Reasons for answers in Question 5

1. _____
2. _____
3. _____

7. Do you have any compliments or complaints about how the media are interpreting community standards or how they are fulfilling their responsibility to the community?

1. _____
2. _____
3. _____

8. How would you describe your level of satisfaction with government standards for the media?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied Don't Know

9. How would you describe the way the media have lived up to community standards?

Excellent Good Satisfactory Unsatisfactory Poor Very Poor Don't Know

ACTIVITY 17

Role of the Individual

(2 periods)

Generalization

As both consumers and members of the community, we have influence over what the media sells us and how we view the media.

Specific Objectives

1. The students will gain an understanding of the values they support by their consumption of media products.
2. The students will analyse the values they support in their media consumption and compare those values with the standards of the community.
3. The students will gain an understanding of the influence they have as consumers and members of the community in relation to the media.
4. The students will demonstrate an understanding of how they can encourage change or how they can give positive reinforcement to the activities of the media and their activities.

Resources

STUDENT HANDOUT 15: Values Checklist

Procedures

1. Through large group discussion review the conclusions the students arrived at as a result of their self-analysis of how they use the media. Ask the class the following question:

What values and standards are you supporting in what you watch, listen to and read?

2. Tell the class that they are going to complete an analysis of the values they support by considering their habits as consumers of media products. Have the class complete the Student Handout 17: Values Checklist. Teachers may have to help the class translate their descriptions into values (e.g., police shows—violence). Using small groups, or the class as a whole, tabulate the results on the blackboard. Once the results are tabulated ask the following question:

Do the values the class supports agree with those of the community?

Through discussion, guide students through a comparison of their choices with those that they found the community to hold. Have the students record the conclusions in a chart as follows:

COMMUNITY STANDARDS THAT MY USE OF MEDIA SUPPORTS	COMMUNITY STANDARDS THAT MY USE OF MEDIA DOES NOT SUPPORT

3. Have the students answer the following questions in their notebooks:

What reasons does the community have for the standards it has set?

What effect will my own standards have on those held by the community? (Do they or do they not support the community?)

What effect will my habits as a consumer of media products have on the media? (Am I supporting products that support the values of honesty and responsibility?)

4. Using the decision-making model offered in the teacher resource package, take the students through the process of making a decision about whether they should change their habits as consumers of media. Have the students write a paragraph reviewing the steps of the process and the conclusions that they have reached.
5. Explain to students that they are going to role play the subject of standards and the media. Explain what a role play is, if the students are unfamiliar with it. Break the class up into small groups and give each group one of the following topics to work with, or allow them to choose for themselves:
- If we were parents, what would we allow our children to read, view and listen to?
 - If we were the government, what laws would we make about what the media can and cannot do?
 - If we were a community group, what action would we take to let the media know how we feel about what they were doing?
 - If we were members of an association of movie producers, what guidelines would we set for television news producers?
 - If we were members of an association of journalists, what guidelines would we set for television news producers?
 - If we were owners of a video rental store, what rules would we set for renting movies?
 - If we were members of a movie censorship board, what guidelines would we set for rating movies?
 - If we were members of an advertising agency, what guidelines would we make to control the kind of advertisements that would be produced?

Give the class the following instructions:

As a group examine the question, decide what you want to do with it and plan a presentation, skit or visual materials to share your decisions with the class. Present it to the class.

6. In small or large groups, brainstorm ways that people could encourage the media to change what they are doing. Collect the ideas on the blackboard. Brainstorm ways that people could give

positive reinforcement to the media for products that the community approves of. Collect the ideas on the blackboard. Have the students record the results in their notes.

7. Ask the class the following question:

How can we encourage others to be aware of the effects of their use of media?

Discuss class responses to the question. Have the students plan how they would carry out some of the ideas presented to the class and share the plans through group discussion.

Evaluation

Collect and evaluate students' responses to the questions in item 3.

Collect and evaluate students' paragraphs on the decision making in item 4.

Evaluate students' presentations in item 5.

Collect and evaluate students' responses to item 7.

Evaluate participation in small group activities and class discussions.

Electives

1. Students may find an issue that they feel strongly enough about to pursue through one of the following methods: class presentation, parent presentation, writing letters to magazines, television or radio stations, the Canadian Radio and Telecommunications Commission or to the "letters to the editor" section of the local newspaper.
2. Students could conduct a debate on the pros and cons of children's advertising, movie ratings, censorship of rock lyrics, etc.
3. Students could create a set of posters for the school to encourage other students to consider the values they support through the types of media products they view, read or listen to.

STUDENT HANDOUT 15: VALUES CHECKLIST

In this checklist, you are to consider the kinds of media products you use—for example, the kind of movies you watch—and analyse what values and standards you are supporting by doing so. When thinking about each question, consider the kind of subject matter that fits into each category.

1. What kinds of movies do I watch?

- a) _____
- b) _____
- c) _____

What am I telling movie producers people want to watch by what I watch?

2. What kinds of television shows do I watch?

- a) _____
- b) _____
- c) _____

What am I telling television show producers viewers want to watch by what I watch?

3. What kind of magazines do I read?

- a) _____
- b) _____
- c) _____

What am I telling magazine producers people want to read by what I read?

STUDENT HANDOUT 15 (continued)

4. What kind of newspaper articles do I read?

- a) _____
- b) _____
- c) _____

What am I telling newspaper producers people want in their newspaper by what I read?

5. What kind of radio programs do I listen to?

- a) _____
- b) _____
- c) _____

What am I telling producers of radio programs people want to listen to by what I listen to myself?

ACTIVITY 18

Ethics and the Media

(1 period)

Generalization

Ethics, or standards of right and wrong, apply to how consumers use the media.

Specific Objectives

1. The student will analyse the different ways people make use of the products of the media.
2. The student will gain an understanding of the term "copyright infringement."
3. The student will analyse the effects of copyright infringement on the owners of the materials used by the media.

Procedures

1. Tell the students that in this class they are going to look at media products from a different point of view. They are going to look at the ethical use of media products.
2. Ask the class, as individuals, the meaning of the term "victimless crime"?

Discuss the meaning of the term. Pose the following problem to the class:

Imagine that someone invented a machine that would make an exact duplicate of anything a person wanted just by placing the original in front of the machine. It could duplicate anything as small as jewelry or as large as a car or horse.

Discuss the effects of having a machine like this on employment, the economy, research and development of new products, and so on. Ask students to answer the following questions:

Would the effects be similar for this type of copying? Explain your answer.

Is this type of copying ethical? Give reasons for your answer.

Why do people who normally wouldn't steal something copy these types of things? (The term "copyright" may need explanation.)

5. Ask the students to create a code of ethics about copying copyright materials. Place the code of ethics on poster paper and put it up on the bulletin board.

6. Have the students create an action plan of how they could make people aware of the effects of using copyright material without permission. Suggest that they try some of their methods around the school.

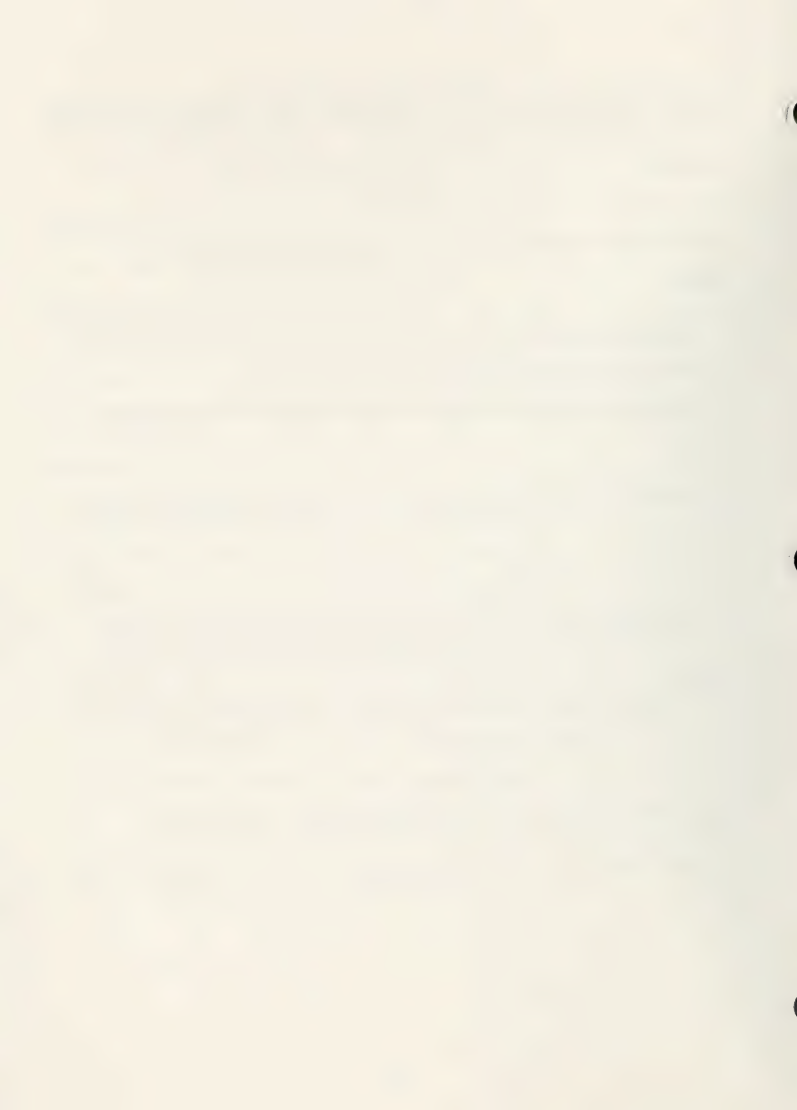
Evaluation

Collect and evaluate students' code of ethics statements.

Evaluate students' action plans and participation in the action plan around the school.

Electives

1. Write a letter to a record company or a movie company about how copyright infringement affects their company.
2. Have a class debate for and against taping or copying media products.
3. Research the government laws relating to copyright infringement and the new copyright laws.



APPENDIX

Evaluation of Concept Maps

The process of concept mapping is a strategy that allows students to establish relationships between different levels of information. The type of relationship can vary according to teacher purpose or student perception of the possible categories or groupings that the information can be sorted into. The diversity of end product is a desirable outcome as it allows students to see that there are different ways of viewing a body of information and different types of relationships that can be established.

The teacher can help the students develop the skill of concept mapping by providing a framework for this activity. The example on page 17 demonstrates for example that, a change in the size or shape of the circles denotes a different level of information. The use of colour or the layout of the pieces of information can clarify the change from main point, to examples, to purposes of each example. As students clarify their thinking by experimenting and building concept maps, their first drafts will likely become quite messy and disjointed. Once they have completed this process they should be given the opportunity to create a good copy in which they can use shape, size, colour and layout to demonstrate clearly the relationships they have created with the information at hand.

In evaluating the end product, the teacher can check for consistency in the relationships that are established as well as accuracy and completeness. To return to the example given on page 18, the teacher may ask the following questions relative to the students' work:

1. Have all types of media been included in the concept map?
2. Have all purposes been included for each type of media?
3. Are the items given at a certain level consistent with each other? (e.g., In the smallest circles, are all the items about the purposes of media?)
4. Is the relationship established by the student clear and consistent throughout the concept map?

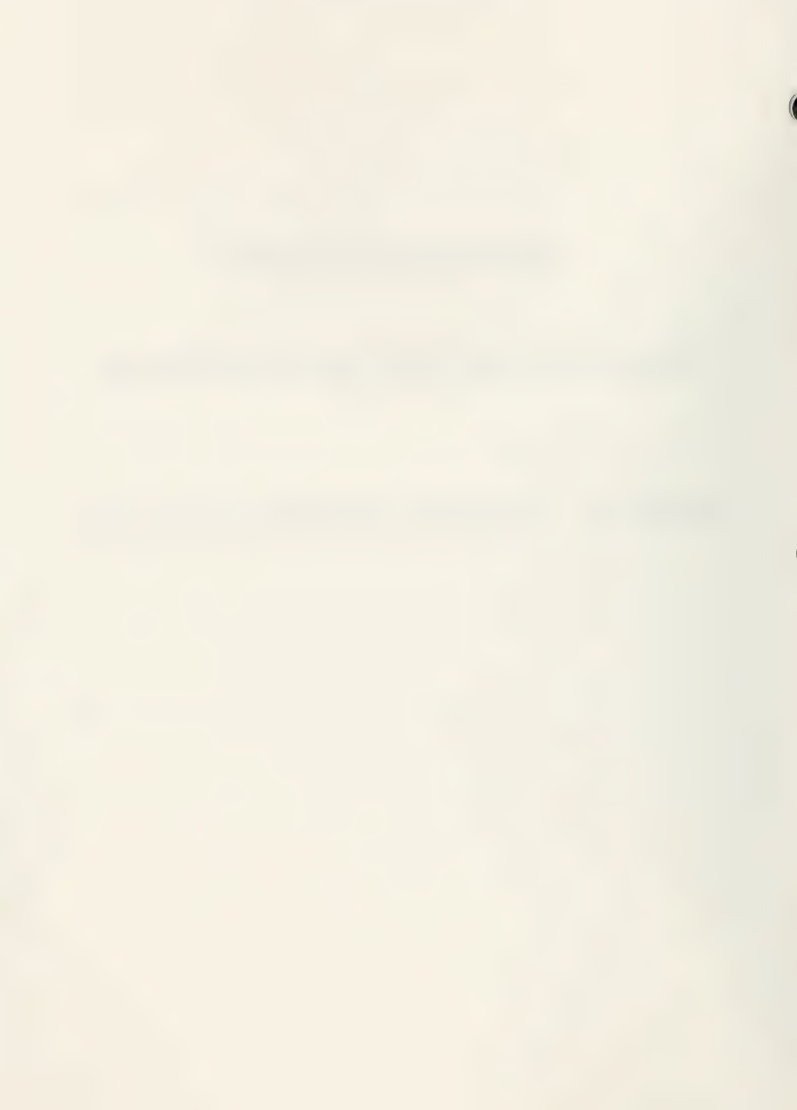
While the process is very important in this activity, the end product is useful. Shared and explained to other students by the creator, it allows students to communicate the thinking process they have gone through. As diversity of product is valued, it allows each student to see that his or her own way of doing things is worthwhile. The product is also useful as an outline for writing projects and lends itself to using pictures, drawings or collage cut-outs to support the ideas.

For further information you may wish to consult: Joseph D. Novak and D. Bob Bowin, *Learning How to Learn* (New York: University Press, 1984) (Reprinted twice in 1986, again in 1988.)

GRADE 8 ETHICS

TEACHER RESOURCE MANUAL

PART 3: SOCIAL RESPONSIBILITY



PART 3: SOCIAL RESPONSIBILITY

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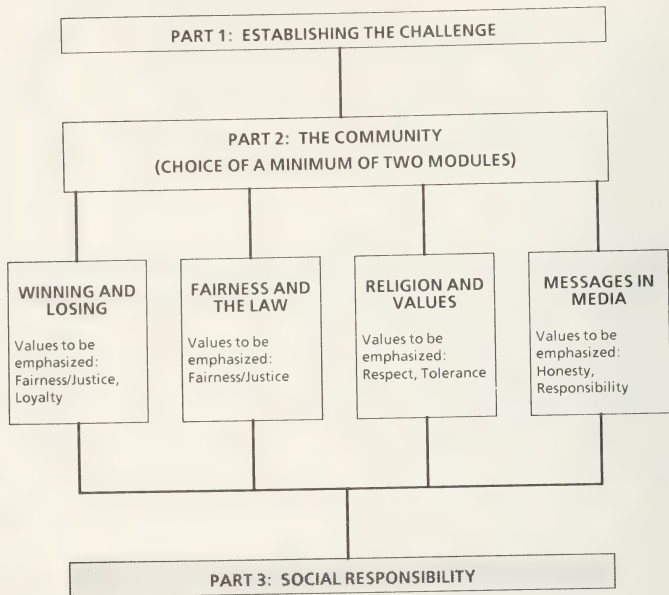
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GRADE 8 ETHICS COURSE



This component of the Grade 8 Ethics *Teacher Resource Manual* provides suggested activities for teaching Part 3: Social Responsibility.

PART 3: SOCIAL RESPONSIBILITY

INTRODUCTION

STUDENT LEARNING EXPECTATIONS

A. Values Important to Me

The student will be able to:

1. Discuss personal convictions in the context of community values
2. Demonstrate awareness that individuals do not always consistently act on their values.
3. Appreciate that one must be willing to maintain ethical values in the face of pressure
4. Demonstrate a willingness to revise or alter personal convictions on the basis of new understanding.
5. Demonstrate awareness that acting on values involves consequences.
6. Distinguish between responsible and irresponsible behaviour.

B. Reflections

The student will be able to:

1. Understand that relationships involve interactions, attitudes and emotions.
2. Demonstrate responsibility for chosen actions.
3. Evaluate personal contributions and the contributions of others toward making positive changes.
4. Appreciate that he or she is involved in decisions and choices that have ethical implications and consequences.
5. Demonstrate commitment to values such as respect, responsibility, fairness, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.
6. Share insights gained from the course through a culminating presentation of their learned experiences.

VALUES TO BE EMPHASIZED

This part of the Grade 8 Ethics Course is intended to provide students with an opportunity to reflect on their experiences during the course and to focus once again on the values introduced in Part 1: Establishing the Challenge. These values include respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals and loyalty.

PERSPECTIVES

The four perspectives (traditional/historical, cultural/ethnic, societal/community and personal) introduced in Part 1 and incorporated into the modules in Part 2 are also found in Part 3. This part deals with the students' personal commitment to values and how values affect present and future decision making.

RATIONALE

- For students to understand the ethical implications in their lives, they must experience the effects of values in a concrete way.
- It is crucial that students have time to reflect on their experiences, to help them adapt.
- Students have the ability and responsibility to make positive contributions to others.

BEFORE TEACHING THIS MODULE

This part of the course has been prepared to occupy approximately 10 hours of a 75-hour course. The major portion of that time will be spent having students involved in a culminating activity that will encourage them to reflect on what they have learned and how that learning can be applied in their own lives.

If you have chosen to have students keep a journal during the course, you may wish to have them spend some time reviewing their thoughts about the course and incorporating any personal changes that may be used in culminating activities.

In Part 1, students were asked to complete a contract on activities that would "make a difference" in the lives of others. This is an excellent time to have them review the contracts and the activities.

There are numerous activities suggested on pages 64–69 of this *Teacher Resource Manual*. Some of these have been expanded in the following suggested activities. However, these are only suggestions and you are encouraged to choose other activities or adapt these to suit the interests and needs of your students and the community.

Explore possibilities for the students to have an opportunity to share their experiences and learning with others, either in the school or in the community.

STUDENT EVALUATION

There are a number of evaluation techniques that can be used for this section. See Program 2 of the Ethics Resource Package for further ideas on student evaluation (see page 10). If time and resources permit, it is recommended that you use the conferencing technique on a one-to-one basis with your students. This would provide an excellent opportunity for you to share some reflection time with your students.

RESOURCES

There are no authorized learning resources for this part of the Grade 8 Ethics Course. As it is a concluding section of the course, most of the needed information will be available to the students from previously studied material.

KEY STUDENT QUESTIONS

1. What is the relationship between behaviour and values?
2. How can I make a difference?
3. How do values affect me?
4. What have I gained from taking this course?
5. What changes do I want to make in my life?
6. How can I bring about these changes?

TIMELINE

- Activity 1 – Sights and Sounds (2 periods)
- Activity 2 – Reflection (2 periods)
- Activity 3 – Culminating Activity (7 periods)
- Activity 4 – Change (2 periods)
- Activity 5 – Evaluation (1 period)

ACTIVITY 1

Sights and Sounds

(2 periods)

Generalization

Becoming more aware of the ways that an individual is involved in ethical decisions helps that individual to make positive changes.

Specific Objectives

1. The student will demonstrate awareness that individuals do not consistently act on their values.
2. The student will appreciate that one must be willing to maintain ethical values in the face of pressure.
3. The student will be able to distinguish between responsible and irresponsible behaviour.

Resources

STUDENT HANDOUT 1: Sights and Sounds
Blindfolds or scarves

Procedures

1. Group the students in pairs.
2. Indicate to the students that this part of the course allows them some time to reflect on what they have studied in this course as well as plan for some future activities that can make a difference in the lives of others.
3. Distribute Student Handout 1: Sights and Sounds. Review the handout with the students. Approximately half the pairs will be conducting a "sight" tour of the school and the other half will be conducting a "sound" tour of the school.
4. Allow the students time to discuss, in their pairs, how they will do the assignment. Once they feel they are ready, they may begin the 15-minute tour of the school. It may be necessary to take a few minutes to review expected student behaviour in a task like this. If you feel it is necessary, it may be advantageous to let other teachers in the school know about the task in advance.

Action

Once the students have completed the tour, have each pair report their findings to the class. Encourage students to arrive at positive changes they can make to improve the climate or environment of their school.

If time permits, the students may wish to choose some of their ideas to present to the school administration, students' council or others. These ideas could perhaps be incorporated for the next school year.

STUDENT HANDOUT 1: SIGHTS AND SOUNDS

For this activity you will be working in pairs. It is important that you read the directions carefully so you will know what to do as you go on a "sight" or "sound" tour of your school. Your teacher will tell you whether your group is to do a "sight" or a "sound" tour.

Sight Tour

You and your partner will be going on a 15-minute tour of your school, listing all the good things that you see. For the first half of your walk through the school, one of you will state the things that you see that are "good" or "happy." Your partner will record these on a piece of paper. For the second half of the walk, you will switch roles.

When you have finished the walk through your school, review your list of "good" or "happy" sights. With your partner, make a plan of how you could help your school to look more happy. Be prepared to share this with your classmates.

Sound Tour

You and your partner will be going on a 15-minute tour of your school, listening for "good" or "happy" sounds. For the first half of the tour one of you will wear a blindfold and the other will record ideas on a piece of paper. The person recording should lead the other person so they don't fall. The blindfolded person will state what sounds he or she hears that are happy. For the second half of the tour, switch roles.

When you have finished the walk through your school, review the list of "good" or "happy" sounds. With your partner, make a plan of how you could help your school to sound more happy. Be prepared to share this with your classmates.

ACTIVITY 2

Reflection

(2 periods)

Generalization

Reflecting on experiences is one way of learning new ideas.

Specific Objectives

1. The student will discuss personal convictions in the context of community values.
2. The students will appreciate that they are involved in decisions and choices that have ethical implications and consequences.

Resources

STUDENT HANDOUT 2: Making a Difference Review

Procedures

1. Write the word "change" on the board. Ask students to think of times when they want change to occur quickly or when they would like change to occur slowly. Make two lists on the board.
2. Brainstorm a list of changes that the students think have happened because of this course; e.g., I think a little bit more before making a decision. We're nicer to each other, etc.

What changes do the students think may happen in the future because of this course?

3. Have students review the "Making a Difference" contracts they signed in Part 1: Establishing the Challenge (p. 120). Distribute Student Handout 2: Making a Difference Review. Have students answer the questions. If the students worked on group projects, have them meet with their groups to discuss the evaluation of the success of the project(s). When they have completed these, review as a class. Some questions may be:
 - What led to the success of projects?
 - What were some reasons that the projects did not work out?
4. Have students return to their groups or create new groups. Ask them to make a list of suggestions they would give to other students.

Evaluation

Contract completion – Self-evaluation

Elective

Students could prepare an audiotape or a poster of the value that has meant the most to them and why.

STUDENT HANDOUT 2: MAKING A DIFFERENCE REVIEW

The "Making a Difference" projects that I was involved in during this course were...

Being involved in these projects helped me to...

The projects I was involved in were successful in the following ways:

I think the projects would have been more successful if I...

ACTIVITY 3

Culminating Activity

(7 periods)

Generalization

By becoming involved in an activity that incorporates all previous learning there is an increase in the students' commitment to the intent of the course.

Specific Objectives

1. The student will demonstrate responsibility for chosen actions.
2. The student will demonstrate commitment to particular community values.
3. The students will share insights gained from the course through a culminating presentation of their learned experiences.

Resources

STUDENT HANDOUT 3: Culminating Activity

Procedures

1. Group the students (three to five students to each group). As this is the last activity of the course, it is suggested that you allow the students to choose their own groups.
2. Distribute Student Handout 3: Culminating Activity.
3. Review this assignment with the students.
4. Allow sufficient time for students to complete the assignment.
5. If possible, arrange for the students to present their completed projects to Grade 7 students who may be considering complementary course selection for next term.

Evaluation

Projects
Participation in group work

Elective

There is a wide range of activities suggested for the culminating activity. These will address the varying needs of students.

STUDENT HANDOUT 3: CULMINATING ACTIVITY

This is your final assignment for the Grade 8 Ethics Course. In this assignment you will draw together information, thoughts and experiences that you have had during the course, and prepare a project that can be presented to an audience.

The purpose of the assignment is to tell your audience some things about ethics and the ethics course in a creative and interesting way.

BEFORE YOU BEGIN, PLEASE READ ALL OF THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. Think back on what you have learned and the experiences you have had while studying ethics. You might do this by:
 - reviewing the material in the modules you have studied
 - going over the activities and assignments that you completed in the ethics course.
2. As you review what you did in ethics, you may wish to make a few short notes about:
 - important things that you got out of the course
 - things that you would like others to know about ethics and the ethics course
 - things that you have learned about yourself, your classmates and your community.
3. Try to plan your project so that it will give your audience answers to the following questions.
 - What is ethics?
 - Why should people study ethics?
 - What differences will ethics make in people's lives?
 - What differences did ethics make in your life?
4. Choose one of the options listed on the following pages, or come up with your own idea for an activity. Let your teacher know your decision.
5. Make your presentation interesting and creative, but, most of all, have FUN doing it. Good luck!

STUDENT HANDOUT 3 (continued)

Option A

Make a two-page newspaper on ethics. (Note: You may wish to discuss this project with your language arts teacher.) Following are suggestions for things to include in your newspaper:

1. News stories that illustrate some aspect of ethics such as:
 - what happened when someone acted on a certain ethical value
 - what happened when a certain value was not acted on
 - a conflict that involves ethical values
2. Cartoons that show something about the subject of ethics.
3. Letters to the editor, or editorials such as those that:
 - give personal opinions or statements about ethics and why they are important in certain situations
 - praise or recognize people who have contributed to or made a difference in the community.
4. Advertisements to convince others to study ethics or to let them know why ethics are important.
5. Interviews with people such as:
 - community members who have seen or been involved in the "Making a Difference" project of an ethics student
 - community members who feel that if people learn about ethics they will be more responsible members of the community
 - friends and family of ethics students.
6. Quotations, poems, stories that say something about ethics.
7. Community announcements giving information about how people can make a difference in the community.

See your teacher to make arrangements to have copies of your newspaper distributed to your classmates. If possible, you may want to check out the possibilities of having your newspaper distributed to all students in the school.

STUDENT HANDOUT 3 (continued)

Option B

Write a children's story that teaches about ethical values. In this project you may:

- concentrate on one or more values
- make your story into a booklet and include illustrations
- record your story on audiotape or videotape. As you do so, imagine that you are reading your story to an audience of children.

Arrange to read your story, play your audiotape, or show your videotape to a group of children. If there are elementary classes in your school, you may wish to read it to them.

Option C

Make a poster that does one or more of the following:

- advertises the ethics course to junior high students who might want to take it and to others who might be interested in knowing about it
- illustrates the nine ethical values you learned about in this course
- tells people about the importance of a particular value
- illustrates the title, "What Makes Our Community a Winner?"

Arrange to hang your poster in a place where others will see it, such as your school, your community bulletin board, your church or your home.

STUDENT HANDOUT 3 (continued)

Option D

Make a 5–10 minute audiotape or videotape of any of the following:

- a scene that dramatizes an ethical issue
- a scene that tells about the Grade 8 Ethics Course
- an advertisement for the Grade 8 Ethics Course
- an interview with an ethics student about the Grade 8 Ethics Course
- interviews with various people who give their opinions about ethics, ethical issues and the Grade 8 Ethics Course.

Arrange to play your audiotape or show your videotape to a friend, another student, members of your family or anyone else you think may be interested.

Option E

Make an ethics scrapbook. Include items that show or tell about ethics. Following are some suggestions for things to put in your scrapbook:

- newspaper and magazine articles (summarize the articles or underline the most important parts)
- pictures from newspaper, magazines, etc. (write a caption under the picture and give it a title)
- your own drawings or cartoons that show something about ethics
- stories or poems you have written that teach about ethics
- stories or poems that you have found in books or magazines (explain why you chose this story or poem).

At the beginning or end of your scrapbook, include a short composition entitled, "What Studying Ethics Has Meant to Me."

ACTIVITY 4***Change*****(2 periods)****Generalization**

Making plans for the future by setting personal goals gives an individual increased self-confidence in making those goals become reality.

Specific Objectives

1. The student will discuss personal convictions in the context of community values.
2. The student will demonstrate a willingness to revise or alter personal convictions on the basis of new understanding.
3. The student will evaluate personal contributions and the contributions of others toward making positive changes.
4. The student will demonstrate awareness that acting on values involves consequences.

Procedure

1. Have students make up a "personal plan" that includes ways they would like to change to improve their lives.
2. This personal plan does not need to be shared and should only be done if the students are comfortable.

Evaluation

Completed personal plan.

ACTIVITY 5***Evaluation*****(1 period)****Generalization**

Evaluation of a learning process can lead to improvement in that process.

Specific Objectives

1. The students will evaluate the course based on their own experiences.

Resources

STUDENT HANDOUT 4: Course Evaluation

Certificates

Procedure

1. Distribute Student Handout 4 to the students. Encourage them to fill it in and return it to you. Indicate that the purpose of this is to help you make changes to the course so that improvements can be made.
2. Personalize a certificate for each student and present it to him/her in an end of the year classroom ceremony. Make this a fun activity!

STUDENT HANDOUT 4: EVALUATION

WHAT I REALLY LIKED ABOUT THIS COURSE WAS...

I THOUGHT THIS COURSE WAS WORTHWHILE

YES

NO

I DIDN'T LIKE...

I THINK THIS COURSE HELPED ME...

I WOULD RECOMMEND THIS COURSE TO OTHERS

YES

NO

THINGS I WOULD CHANGE ABOUT THIS COURSE WOULD BE...

MAKING A DIFFERENCE

This is to certify that

has successfully completed the
JUNIOR HIGH ETHICS COURSE

Date

Teacher

GRADE 8 ETHICS TEACHER RESOURCE MANUAL

TO THE TEACHER:

Alberta Education is interested in what you think about this support document. Please take a few minutes to fill in the following evaluation. It will help Alberta Education improve future support materials.

	Not Useful			Very Useful	
1. Introduction Overview of Course	1	2	3	4	5
2. Suggested Activities	1	2	3	4	5
3. Evaluation Information	1	2	3	4	5
4. General Information e.g., Junior High Student Development	1	2	3	4	5
5. Student Learning Expectations	1	2	3	4	5

Comments and Suggestions:

Return to:

Curriculum Support Branch
Alberta Education
5th Floor, Devonian Building
East Tower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

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GRADE 8 ETHICS TEACHER RESOURCE
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